

Hillsboro Independent School District
Hillsboro High School
2021-2022 Campus Improvement Plan



Board Approval Date: November 8, 2021

Mission Statement

Preparing Today's Students for Tomorrow's World

Vision

Hillsboro ISD - the Choice for Student Success

Belief Statements

Each student is valued.

All teachers lead and every leader teaches.

Graduates of Hillsboro High School are successful, productive members of our community.

Learning thrives in a safe, supportive, and physically comfortable environment.

Everyone in our community impacts the success of our school.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. African American 11%, Hispanic 61%, White 24
2. Two or more races 3%
3. Total enrollment this year is 567 students. Enrollment increased by 61 students from the end of last school year. 9th grade has 14 more students, 10th grade has 1 less student, 11th grade has 24 more students, and 12th grade has 19 more students.
4. Dropout Rate - 0%
5. ESL - 13%, an increase of 5%.
6. At Risk - 59%, an increase of 6%.
7. Special Ed - 13%
8. Sped Referrals - 2
9. 504 Referrals - 3
10. Attendance - between 94% and 96% consistently, home contact to address tardies/absences, initiated individual and grade level rewards
11. Excused/Unexcused/Tardies
12. ELL - support given through class with Mrs. Davilla, classroom teachers given support through library reference materials, TELPAS
13. Male teachers 44%, female teachers 56%, Hispanic teachers 14%, White teachers 77%, AA teachers 9%
14. Class Size - English 17, Foreign Language 17, Math 18, Science 18, Social Studies 24.

Demographics Strengths

Only 2 Sped referrals

Only 2 504 referrals

Additional Special Inclusion Support (not all Inclusion Support are coaches anymore)

Assisting students with any learning issues - content mastery support

Teacher, administrator, and student relationships, HUD, engaging students.

Drop out rate (positive credit recovery lab @ HHS and Eagle's Academy).

Problem Statements Identifying Demographics Needs

Problem Statement 1: HHS continues to experience obstacles in meeting the needs of our students experiencing various mental health issues. **Root Cause:** The needs of academic, social, and emotional needs of economically disadvantaged and minority students are changing from year to year. There has been an increase in various mental health issues with our students. School personnel are limited in resources at the campus level to appropriately assist students.

Student Achievement

Student Achievement Summary

Algebra I - Improved

Spring 2019 - Approaches - 65%, Meets - 29%, Masters - 13%

Spring 2021 - Approaches - 83%, Meets - 56%, Masters - 34%

Biology - Held Steady

Spring 2019 - Approaches - 89%, Meets - 53%, Masters - 16%

Spring 2021 - Approaches - 88%, Meets - 58%, Masters - 19%

US History - Improved

Spring 2019 - Approaches - 89%, Meets - 63%, Masters - 25%

Spring 2021 - Approaches - 93%, Meets - 81%, Masters 54%

Eng I - Improved

Spring 2019 - Approaches - 60%, Meets - 46%, Masters - 8%

Spring 2021 - Approaches - 66%, Meets - 49%, Masters - 14%

Eng II - Improved

Spring 2019 - Approaches - 62%, Meets - 39%, Masters - 3%

Spring 2021 - Approaches - 71%, Meets - 49%, Masters - 8%

Student Achievement Strengths

Each year we have a course selection day/night with our incoming Freshman and their parents. Administrators and counselors visit individually with each student and parent to review and discuss the educational pathways, opportunities, and graduation plans for students at HHS.

Course selection allows for accelerated instruction via pre AP and AP courses. Teachers implement accommodations for students who need support. Further support is created via after hook tutorials.

State standards are consistent with report card data and school administered benchmark exams.

Students with special needs are given test modifications according to their IEP and 504 plans; support for them and their teachers is provided via the special education department.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): HHS continues to experience obstacles in regards to teachers having a strong understanding of the lesson planning process and it's importance. Teachers need continued support and structure to plan effectively within their departments or with their co-teacher to ensure lessons are aligned to the standards and at the level of rigor needed for students to be successful and make growth. **Root Cause:** Our HS teachers have not used the same lesson planning template, and they do not reflect on their planning on a regular basis. Inexperienced teachers have not had experience in writing good, quality lesson plans. Through a grant with Region 12 (TIL) we are having more in-depth discussions with teachers regarding their lesson plans. We are also looking deeper at our walkthroughs.

School Culture and Climate

School Culture and Climate Summary

HHS provides a safe and productive learning environment for students and staff.

HHS continues to seek ways to improve the overall safety of the campus and our students.

HHS has purchased vape and noise sensors in several of the bathrooms to help reduce student use of e-cigs on campus, and to stop slap-boxing happening on campus.

Majority of the students said they felt respected by the staff and each other. A small number of respondents reported that they have seen an improvement in behavior in the last recent years- yet, they do not attribute the improvement to an increase in administration involvement.

School Culture and Climate Strengths

School wide safety plan is reviewed at the beginning of the school year. Plans to practice drills at least once a month.

HHS students started the school year with with no "Virtual" option; however, we are still utilizing APEX just in case we have to go Virtual suddenly so that student learning can still be successful in case we do go have to provide that option. It is also helping with students who are out of school for any length of time, students in ISS, and students at DAEP. This program prepares the students and teachers for learning virtually.

This will give our teachers a less stressful environment and give them some peace of mind for providing lessons, tests, etc. for the virtual students as it gives them additional resources for teaching daily lessons and provides additional resources for the assignments and tests utilized in teaching the lessons.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Consistency across the campus in all departments incorporating resources, programs, and technology. **Root Cause:** High teacher turnover rate. Teachers discontinue resources and program due to appropriate level of understanding in relation to both teacher(s) and students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Retention rates vary from year to year.

Teacher retention was slightly better with fewer teachers leaving from last year..

HHS has 14 new teachers this school year.

HHS also started the year with an aide in one of the Spanish classes using APEX to teach the class. There were no Spanish teachers available. Since then we have hired a certified Spanish teacher and have moved the aide to help out with Life Skills and she has 3 CAI classes (on-line learning classes) to help with some of those classes getting too large.

-New Teacher orientation

-Mentor Program

-Department chairs

-Design team to help with engagement in the classroom

-Time to work in rooms at beginning of year / Early release planning time.

Staff Quality, Recruitment, and Retention Strengths

Staff development through district summer academies

Have mentoring program and new teacher meetings during school year

Teacher in-service throughout the school year

Walk throughs and observations by administration

Important hires in various Departments - Math, English, and Fine Arts specifically

New Teacher orientation

Mentor Program

Positive Department Chairs

Experienced Design team to help with engagement in the classroom

Department chair meetings w/principal to disseminate information

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: High teacher turnover rate. **Root Cause:** Lack of qualified candidates on a regular basis leads to yearly turnover. Rural location of district to younger candidates and teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Administrators will conduct weekly classroom observations for all core content teachers and bi-weekly classroom observations for electives.

We have added an Instructional Coordinator to our campus that is in charge of overseeing lesson plans for the core subject areas in order to improve the lesson plans and the effectiveness of teacher lessons. Through her and Region 12, all of the teachers will be unpacking the TEKS for their subject areas and classes.

Teachers conduct Campus Based Assessments (CBA's) and hold Data Meetings after each CBA to review and discuss student success and areas of growth needed for each student.

Teachers complete a standard lesson plan across the board for all teachers on campus.

Teachers use SEs which are aligned. Teachers create and update YAGs.

Teachers complete YAG at the start of the year. Teachers in tested subjects should create their YAG (pacing guide to address low areas reported on state assessments. This was completed during inservice department meetings.

Teachers complete item analysis each fall with previous years data. Teachers build lessons based on the weaknesses.

Teachers use lead forward documents to analyze data. HHS data is typically higher than state averages.

Teachers document TEKS and ELPS in lesson plans

We have an ESL chart with strategies to use.

Meetings with Mrs. Sanders to assist on implementation of ESL, 504 and SST strategies.

Teachers need to increase the rigor of preAP and AP classes based on teacher and student comments.

Teachers use the TEKS resource system, textbook materials and other subject specific materials.

There are expectations to engage students in authentic real world examples. It is part of our “design” qualities.

Released EOC tests, teacher created using DMAC and assessment guide.

Use assessment guide with criteria from admin.

Yes, teachers are required to analyze, look for weaknesses, and reteach. Students are encouraged to analyze their data as well.

APEX computer learning platform.

Tutorials / HU.

IXL.

DMAC system

When textbook adoptions occur, teachers meet with admin and use a guide/checklist to make sure materials are aligned.

Teachers "unpack" the TEKS each six weeks to ensure they are being taught at the proper depth and complexity.

We have been given articles about best practices. We have "design" time which uses best practices that are researched based.

Formative and summative assessments. Planning is done both in teams and individually.

All decisions are based on campus and district plans

Using design qualities and creating a WHO SPEC sheet gets to the needs and motives of students.

Teachers are teaching all the standards. There are many standards and the readiness standards are taught deeper.

Teachers meet with their department as needed and for common planning

Some teachers plan goals for themselves.

Some students track their own data.

Teachers post objectives on board and build lessons around those objectives.

Curriculum, Instruction, and Assessment Strengths

With the TTESS requirements teachers are encouraged more than ever to incorporate other disciplines. Teachers are learning to teach reading strategies in their class even if they are not reading teachers. Teachers also have students write to increase writing skills.

Administrators will conduct weekly classroom observations for all core content teachers and bi-weekly classroom observations for electives.

Teachers conduct Campus Based Assessments (CBA's) and hold Data Meetings after each CBA to review and discuss student success and areas of growth needed for each student.

Teachers complete a standard lesson plan across the board for all teachers on campus.

Teachers use formative assessments on a daily basis. State tested teachers use CBA's and benchmarks. Teachers use the data to address weak areas and formulate a reteach and remediation plan for each student.

Teachers are expected to align their instruction with TEKS, ELPS, and CCRS. Teachers are expected to teach lessons at high levels to encourage the 4c's.

Increased dual credit offerings

Increased one to one technology (BRIDGE Program Freshman - Seniors)

Teacher training at Schlechty workshops

Teachers participated in Schlechty 'Walk the Walk' Observations

The high school helps retain quality staff through recognition-staff member of the month, teacher of the year, verbal recognitions, etc; ongoing support through the induction program,

department teams, the design team, providing various avenues of professional development; opportunity for advancement. Some believe that investing wisely in resources, training on those resources, and then making sure those resources are being utilized.

PD is available through campus resources, Region 12 and a variety of other venues. A variety of formats are used – flipped learning, webinars, online book studies, and face-to face.

The BRIDGE program offers a variety of PD for technology and resources

Teachers can request PD opportunities and attend if approved.

Teachers have 24 hrs. of PD every summer that cover topics such as CPR, technology, book studies, and student demographics.

Follow up support:

Campus admin holds monthly staff meetings to provide follow up support; communication, affirmation, and staff feedback.

There are opportunities for technology training and restorative practices. There isn't a lot of follow up, but it can be provided upon request.

Follow-up support is rather sporadic. Technology apps are perhaps the only follow-up items. Book studies could be really studies: open dialogue among participants instead of answering questions online with no feedback from others, then follow-up during the school year regarding how the material is being applied.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Consistency across the campus in all departments incorporating the 4 C's and research based practices to an acceptable depth and complexity in regards to rigor and relevance. **Root Cause:** High teacher turnover rate.

Problem Statement 2: HHS continues to experience obstacles in regards to teachers who have a strong understanding of the lesson planning process and it's importance. Teachers need continued support and structure to plan effectively within their departments or with their co-teacher to ensure lessons are aligned to the standards and at the level of rigor needed for students to be successful and grow. **Root Cause:** Teachers were not using a standard lesson plan template across the campus. Teachers on our campus do not reflect on their planning and lesson plans on a regular basis. Inexperienced teachers have not had experience in writing lesson plans.

Parent and Community Engagement

Parent and Community Engagement Summary

- Uses “all call” system to communicate with parents
- Parents run “Booster Clubs” for many different extracurricular activities
- Making parents feel welcome is progressing for our campus
- Teacher expectations for parental involvement is progressing
- Communication via technology is very efficient and effective
- We translate communication for our community
- Our campus has many partnerships within the community
- Parents are involved with DEIC
- Board Meetings are open to the community

Parent and Community Engagement Strengths

Each year we have a course selection day/night with our incoming Freshman and their parents. Administrators and counselors visit individually with each student and parent to review and discuss the educational pathways, opportunities, and graduation plans for students at HHS.

HHS Booster Clubs (especially Band Boosters and AG Boosters)

Parent Portal

HHS Social Media. We have added a Facebook page for the High School to better inform parents and the community of student success

HHS / HISD website

HHS School Messenger

HHS Newsletter (student led by Mr. Bodeker's classes)

Bi-lingual communication via newsletters and other forms of notification

Translators for parent meetings

Google Classroom guardian summary.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): At the HS campus level, lack of parent participation in regards to accessing Skyward (on-line grade book). Lack of parent involvement in extra-curricular activities, school organizations, school functions, and Booster Clubs. **Root Cause:** Parents view their HS students as a young adult and allow them to address their educational needs individually. Parents have difficulty attending various school functions and activities due to work.

School Context and Organization

School Context and Organization Summary

Goals of the campus are 'Make Good Things Happen' in students' lives. Attendance at a rate of 97% is a goal as well as a student centered learning environment. Student achievement on STAAR and in the classroom is a focus. Graduation rates at or above 98% is a goal as well.

These goals are discussed at DEIC meetings and Board meetings.

The campus is entirely focused on student achievement. Hillsboro University is set up after school every Tuesday and Thursday to help students with missing assignments and provides student tutors as well as teacher to help students who need help in a particular area. Also the campus has added 6 new classes and programs to the CTE umbrella to help students with vocational tasks. The goal is to have students prepared for the workforce when they graduate. Many students can receive certifications in welding and construction, as well as office technology certifications and culinary certificates.

* GOALS (Campus and District):

- Increase low performance scores and benchmarks (tutoring - before and after school)
- Increase attendance as evidenced by our daily attendance rates

Monitored throughout the year via 6 weeks grades, CBA's, benchmarks, and weekly attendance reports

Communicated via the TEKS, Benchmark scores, CBA's, grades, Attendance Reports, and Department Meetings.

Expectations - Improvements in passing rates, grades, attendance rates, and appropriate levels achieved on EOC/STAAR

Analyzed via disaggregation and data analysis meetings. Priorities based upon sub-populations and needs.

There is both a formal chain of command (administrators and department chairs) and an informal chain of command (peer collaborators).

Duty rosters and schedules are started on a voluntary sign-up basis, and then assigned by administrators if not completed.

HHS has HU, HUD, tutoring, teacher detentions, and lunch detentions available for students to provide extra time/instruction to complete assignments.

School Context and Organization Strengths

Each month the high school has a faculty meeting highlighting concerns and also implementing a plan to fix said issue. Also departments have a meeting every month where info given to department chairs can be relayed to the staff in a timely manner. Needs are prioritized by the Admin staff and discussed with department chairs to ensure the most pressing needs are met first.

Many of the subject areas have the same conference/planning periods so meetings and data discussions can take place. Instructional planning expectations for each conference period are that all teachers are to plan and prepare for the next class period or complete tasks geared toward the teacher's classes.

Yes, HHS is focused on improving student academic achievement with a strong sense of urgency and commitment. Personal lesson plans, daily objectives, curriculum, and scope &

sequence helps teachers to ensure this focus is on improvement.

HHS utilization of CBA's, benchmarks, testing calendars, and spiraling chapter/unit tests helps our campus to make any necessary mid-course adjustments.

The teachers within each department at HHS enjoys the availability of having common planning periods in which the teachers include both horizontal alignment and vertical alignment via communication between departments.

HHS has an open door policy in which teachers can communicate opinions and ideas, including faculty meetings, department meetings, our design team.

As much as possible, our master schedule maximizes the amount of time spent in instruction. Some interruptions are inevitable.

In analyzing our school map and physical environment, HHS does have a focus on instruction.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Lack of consistency among all staff members and teachers to model the campus beliefs including but not limited to: culture and climate, using best teaching practices, and building meaningful / educational partnerships with students and parents. **Root Cause:** High teacher turnover rate. Inexperienced teachers. We would like to have more teachers from Hillsboro, from this area, or have ties to this area. Teachers on our campus do not reflect our students in relation to socio-economic and ethnicity.

Technology

Technology Summary

- Campus is 1:1 chromebook devices for all students
- District MDM manages technology appropriateness/safety
- Availability for our students - personal chromebook devices, TI NSpire Calculators, Computer Labs, Apple TV
- BRIDGE Training provided by the district is available, Google WINGS in district training, NetGen by Schlechty
- EPortfolios for teachers and students
- Increased CTE courses for students related to technology

Technology Strengths

Campus is 1:1 for Freshman, Sophomores, Juniors, and Seniors

Campus supports and encourages BYOD (Bring Your Own Device)

Professional Development as it relates to technology training

E-Portfolios for teachers and students

Increased CTE courses for students related to technology

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Consistency across the campus in all departments incorporating technology - resources and programs. **Root Cause:** Not enough time to incorporate all these various resources and programs. Teachers discontinue resources and program due to appropriate level of understanding in relation to both teacher(s) and students.

Priority Problem Statements

Problem Statement 4: HHS continues to experience obstacles in regards to teachers having a strong understanding of the lesson planning process and it's importance. Teachers need continued support and structure to plan effectively within their departments or with their co-teacher to ensure lessons are aligned to the standards and at the level of rigor needed for students to be successful and make growth.

Root Cause 4: Our HS teachers have not used the same lesson planning template, and they do not reflect on their planning on a regular basis. Inexperienced teachers have not had experience in writing good, quality lesson plans. Through a grant with Region 12 (TIL) we are having more in-depth discussions with teachers regarding their lesson plans. We are also looking deeper at our walkthroughs.

Problem Statement 4 Areas: Student Achievement

Problem Statement 3: Consistency across the campus in all departments incorporating the 4 C's and research based practices to an acceptable depth and complexity in regards to rigor and relevance.

Root Cause 3: High teacher turnover rate.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: At the HS campus level, lack of parent participation in regards to accessing Skyward (on-line grade book). Lack of parent involvement in extra-curricular activities, school organizations, school functions, and Booster Clubs.

Root Cause 2: Parents view their HS students as a young adult and allow them to address their educational needs individually. Parents have difficulty attending various school functions and activities due to work.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 1: Lack of consistency among all staff members and teachers to model the campus beliefs including but not limited to: culture and climate, using best teaching practices, and building meaningful / educational partnerships with students and parents.

Root Cause 1: High teacher turnover rate. Inexperienced teachers. We would like to have more teachers from Hillsboro, from this area, or have ties to this area. Teachers on our campus do not reflect our students in relation to socio-economic and ethnicity.

Problem Statement 1 Areas: School Context and Organization

Problem Statement 5: Consistency across the campus in all departments incorporating technology - resources and programs.

Root Cause 5: Not enough time to incorporate all these various resources and programs. Teachers discontinue resources and program due to appropriate level of understanding in relation to both teacher(s) and students.

Problem Statement 5 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Through collaborative efforts ensure a focus on the quality of work provided all learners.

Performance Objective 1: All student sub-groups will meet or exceed the highest level of academic performance as determined by local and state accountability measures.

Targeted or ESF High Priority

Evaluation Data Sources: Engaging experiences which lead to profound learning that result from the work of dedicated individuals working collaboratively throughout the district/schools to design meaningful experiences for their targeted audience.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase implementation of vertically and horizontally aligned TEKS based curriculum through increased use of the HISD Curriculum Resources in all core contents.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Dept Leaders, Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide professional development that reflects analyzed areas of need from student achievement data and that is research-based, intensive, systematic and sustained to improve student performance.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor implementation of all improvement initiatives to sustain continued academic improvements.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide teachers with performance data analysis from state assessments, benchmarks, and CBA's through the use of of DMAC. Students will be a part of data analysis in EOC subjects through identifying error tupes and tracking their own progress.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide system for data analysis (DMAC) of state mandated tests and benchmarks to all teachers.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide professional development on integrating technology into instructional management and teaching and learning.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Utilize technology to monitor teacher and student performance (DMAC, Eduphoria, Curriculum Documents)</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide services and programs for special education students. Participate in planning meetings to improve coordination of services and scheduling to enhance learning for students.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin Special Education Teachers, General Ed Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide appropriate programs and support for bilingual / ESL learners (Newcomer classes, Independent English). Especially in the area of Reading / English for our ELL students...provide additional support through tutorials and research-based instruction.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide all children with the opportunity to meet proficient by offering various tutorials to include but not limited to: teacher tutorials and Hillsboro University (after school tutorials).</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Improve attendance Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Dept Leaders, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide all children with the opportunity to meet proficient by offering various credit recovery opportunities to include CAI classes at Hillsboro High School and CAI classes at Eagle's Academy.</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Improve attendance Increase # of credits re-gained and earned Increased student engagement</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Teachers, Eagle Academy Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Provide all children who qualify with the opportunity to exceed the highest level of achievement by offering Dual Credit Classes for both qualifying students.</p> <p>Strategy's Expected Result/Impact: Increase opportunities for students to earn college credit</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Counselors, Hill College Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Provide appropriate intervention and support for those students who have not met proficiency in Math. Provide additional support through tutorials and research-based instruction.</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Provide appropriate intervention and support for those students who have not met proficiency in ELA. Provide additional support through tutorials and research-based instruction.</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June

Strategy 15 Details	Formative Reviews		
<p>Strategy 15: Provide appropriate programs and support for Special Ed students who have not met proficiency in ELA. Provide additional support through tutorials and research-based instruction from both Special Ed teachers and Regular Ed teachers. Increase Co-Teaching opportunities with both Special Ed teachers and Regular Ed teachers.</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 16 Details	Formative Reviews		
<p>Strategy 16: Provide appropriate programs and support for Special Ed students who have not met proficiency in Math. Provide additional support through tutorials and research-based instruction from both Special Ed teachers and Regular Ed teachers. Increase Co-Teaching opportunities with both Special Ed teachers and Regular Ed teachers.</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 17 Details	Formative Reviews		
<p>Strategy 17: Support programs to meet the needs of gifted/advanced (PAP/AP) students through differentiated instruction, advanced course offerings, academic competitions and other extra-curricular programs.</p> <p>Strategy's Expected Result/Impact: Improve and Increase achievement for GT/PAP/AP students on testing</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Counselors, Hill College Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June

Strategy 18 Details	Formative Reviews		
<p>Strategy 18: Partner with Hill College to expand course offerings to students.</p> <p>Strategy's Expected Result/Impact: Increase and Improve dual credit offerings to HHS students</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Counselors, Hill College Staff</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 19 Details	Formative Reviews		
<p>Strategy 19: Implement and Maintain Dual Credit Classes for qualifying Sophomores, Juniors and Seniors.</p> <p>Strategy's Expected Result/Impact: Increase and Improve dual credit offerings to HHS students</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Counselors, Hill College Staff</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 20 Details	Formative Reviews		
<p>Strategy 20: Implement and maintain a standard lesson plan template to be used by all teachers - to be submitted each week. Administrators will check lesson plans weekly and provide feedback.</p> <p>Strategy's Expected Result/Impact: Increase and improve planing, Improve student(s) daily and weekly grades</p> <p>Increased student engagement</p> <p>Increased scores on both local and state assessments</p> <p>Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 21 Details	Formative Reviews		
<p>Strategy 21: Implement and maintain monthly Department Leaders meetings that will focus on student achievement.</p> <p>Strategy's Expected Result/Impact: Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June

Strategy 22 Details	Formative Reviews		
<p>Strategy 22: Conduct a book study with Department Leaders.</p> <p>Strategy's Expected Result/Impact: Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
Strategy 23 Details	Formative Reviews		
<p>Strategy 23: Plan and set dates for continued TEKS unpacking throughout the school year; Teachers work with district staff/consultant to unpack TEKS.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of State standards and aligned classroom instruction.</p> <p>Staff Responsible for Monitoring: Hayes, Gummelt, Martin, Cook, Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 24 Details	Formative Reviews		
<p>Strategy 24: YAG revision and adjustments are made as necessary to support on-line and face to face instruction and to prevent learning loss due to COVID.</p> <p>Strategy's Expected Result/Impact: Student growth and success throughout the year.</p> <p>Staff Responsible for Monitoring: Hayes, Gummelt, Martin, Cook, Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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.





Targeted or ESF High Priority

Evaluation Data Sources: Lesson plans, observations and walk-throughs, Eduphoria reports, E3, ClassLink data, curriculum resources data, student work, meeting/training agendas and sign-in sheets, website, training notes, HR data reports, induction program feedback/surveys, graduation data, CCMR data, parent meeting sign-in sheets and presentations, course catalog, co-hort data review, transcripts, FuelEd reports, Safe Schools documentation, Tip line documentation, counselor logs, Board policy, Restorative Discipline documentation, PBMAS report, accountability reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement an effective Campus Improvement Committee (CIC) whose membership is reflective of the campus and includes community, parents and business representatives.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to solicit input from all stakeholders (teachers, staff, students, parents, and community) to plan and make recommendations for campus improvement.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Counselors</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement and maintain a program that promotes career co-op classes for students who hold jobs outside of HHS.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin,, Mr. Davis, Mr. Chirhart, Mr. Ketchum, Coach Stepp, Coach Mata</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to partner with The Reporter Newspaper and KHBR to provide school information through newspaper articles/pictures and through radio programs and announcements.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin Teachers, Counselors, Coach Hale, Coaching Staff</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide parent meetings to inform parents of current issues of interest on campus.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin Teachers, Counselors</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide, as often as possible, communication in the native language of those parents who do not speak English.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Teachers, Counselors</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide presentations to local clubs and organizations about the activities of the campus.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Teachers, Sponsors, Counselors</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: HHS will spotlight learning through the campus wide Friday Focus that will be created from highlights reported each week by the departments.</p> <p>Strategy's Expected Result/Impact: Increase communication with HHS faculty</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Dept Leaders</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: HHS will spotlight learning through the HHS Friday Focus that will be shared with the Superintendent and Board of Trustees. The Friday Focus will be created from reported highlights as reported by the departments every week.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Dept Leaders</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: HHS will spotlight learning through the HHS Monthly Board Report that will be shared with the Superintendent and Board of Trustees.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Recruiting and hiring new teachers will focus our efforts on seeking the best and brightest professionals and paras not only aligned to district needs and priorities, but those that also have the same beliefs about teaching and learning as not only the HS campus but also HISD.</p> <p>Strategy's Expected Result/Impact: Improve interview questions that indicate applicant's beliefs and goals are aligned with those of HISD.</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Review cohort data to address students in danger of not graduating with cohort or dropping out of school. Students lacking credit will be enrolled in credit recovery (CAI) courses.</p> <p>Strategy's Expected Result/Impact: Assist students in staying on course to graduate and not falling behind with regards to the required coursework needed to graduate.</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Schroeder, Sumrall, Almuete</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June





Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Comply with all State mandated training programs to ensure the safety and security of all students in their education program. Training programs include, but are not limited to, Bullying Education, Reporting of Sexual Abuse and Maltreatment of Children, Suicide Prevention Training, Sexual Harassment in the Workplace, and Reporting of Neglect or Physical Abuse. Teachers will utilize the SafeSchools platform for training. Our counselors will conduct guidance lessons on conflict resolutions and violence prevention.</p> <p>Strategy's Expected Result/Impact: Promote and encourage healthy relationships.</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Martin, Cook, Schroeder, Sumrall</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Elective teachers will build capacity in their classrooms to support academic content of Core/EOC courses and providing connections across disciplines.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and connections across disciplines.</p> <p>Staff Responsible for Monitoring: Hayes, Gummelt, Martin, Cook</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 15 Details	Formative Reviews		
<p>Strategy 15: Encourageing students to attend school everyday, contacting parents daily for those students who are tardy or absent, following truancy procedures and then filing truancy papers when necessary.</p> <p>Strategy's Expected Result/Impact: Improve student attendance rates.</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Calderon, Cornelius, Rea</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: Agenda, sign-in sheets, communication logs, event publicity, club membership rosters, copies of newsletters, website, observation and review of apps and social media, meeting minutes, newspaper articles.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide a campus website to enhance communication efforts. Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Mrs. Davis, Ms. Calderon Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HHS will spotlight student learning through recognizing a Rotary Student of the Month every other month. Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: HHS Student Organizations (Athletes, FFA, Student Council, NHS, Dual Credit students)will participate in community service projects and earn community service hours. Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations Staff Responsible for Monitoring: Leadership Team - Gummelt, Coaches, Sponsors, and Teachers. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: HHS Student Organizations (Athletes, FFA, Student Council, NHS, Dual Credit students)will participate in District activities and events at the lower level campuses. Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations Staff Responsible for Monitoring: Leadership Team - Gummelt, Coaches, Sponsors, and Teachers. Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide presentations to local clubs and organizations about the activities of the campus.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Teachers, Sponsors, Counselors</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Continue to partner with The Reporter Newspaper and KHBR to provide school information through newspaper articles/pictures and through radio programs and announcements.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Teachers, Sponsors, Counselors</p> <p>ESF Levers: Level 1: Strong School Leadership and Planning, Level 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement an effective Campus Improvement Committee (CIC) whose membership is reflective of the campus and includes community, parents and business representatives.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Continue to solicit input from all stakeholders (teachers, staff, students, parents, and community) to plan and make recommendations for campus improvement.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team - Gummelt, Cook, Martin, Teachers, Sponsors, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Level 1: Strong School Leadership and Planning, Level 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			