Hillsboro Independent School District

District Improvement Plan

2022-2023

Board Approval Date: October 10, 2022
Public Presentation Date: October 4, 2022

Mission Statement

Preparing Today's Students for Tomorrow's World

Vision

Hillsboro ISD - the Choice for Student Success

Belief Statements

We believe all students are eager and active participants in the learning process and are valued as the future leaders of the global community.

We believe all parents hold high expectations for their students' hopes and dreams and are integral participants in the educational process through involvement, communication, and partnership between school and home.

We believe all teachers build personal, compassionate relationships with students and parents and design engaging and challenging lessons that prepare their students for the future.

We believe all principals are visionary leaders who are visible, passionate about education, and foster a school community that creates a successful learning environment.

We believe the superintendent and central office define a clear vision for the district through leadership and visibility in the community and schools.

We believe the school board advocates for all students, voices the expectations of the community, and supports the mission, vision, and values of the district.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hillsboro ISD is a Title I, rural district. HISD student enrollment has had no significant change for the last five school years, until this year.

Our enrollment as of September in grades pre-k to 12 was 1,933.

The community of Hillsboro is very diverse and the make-up of the community is evident in the school district. In terms of ethnicity, student subgroups are as follows:

- Black/African American: 201 students-10.4%;
- Hispanic/Latino: 1,161 students- 60.6%;
- White: 467-24.2%;
- Two or More: 78 - 4.04%
- American Indian/Alaskan: 8- 0.4%;
- Asian: 0.18- 0.93%

13.3% of the student body is an English Learner with 11.8% of HISD's student enrollment being Special Education students and 4.2% being Gifted and Talented students.

For the 2020-2021 and 2021-2022 school year, all students are on free lunch due to COVID. This has caused a decrease in the number of parents reporting to be economically disadvantaged. For the 2021 year the district was about 65% economically disadvantaged. As of September 2022 the District had 1439 economically disadvantaged students which is 74.45% of the total population.

The district is composed of four main campuses. Hillsboro Elementary campus is comprised of grades pre-kindergarten through third; Hillsboro Intermediate campus serves fourth through sixth grades; Hillsboro Jr. High is made up of seventh and eighth grades; and Hillsboro High School serves ninth through twelfth grades.

Franklin Campus houses our district learning center for staff children 6 weeks to 4 years old. The District also has DAEP and Eagle Academy our credit recovery campus.

Demographics Strengths

- Our teaching staff is showing growth in diversity based on ethnicity and experience.
- The district's Pre-K program is an open enrollment/all day program for all Hillsboro ISD students regardless of race or socio-economic status. The pre-K campus utilizes the CLI program.
- The district has an exemplar special education program that is sought out by parents of surrounding communities.
- Interventionist for second language learners at each campus.
- The Bilingual program has expanded to include third grade.
- HISD has a diverse population of students in all CTE programs.
- HISD has diversity in the Gifted and Talented population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campuses are continuing to face challenges with meeting the academic, social, and emotional needs of students especially economically disadvantaged students. **Root Cause:** Staff not having a full understanding of effective instructional strategies to support learning, language, and cultural needs and differences based on demographics.

Student Achievement

Student Achievement Summary

Hillsboro ISD is a district that embeds research-based design qualities and digital learning opportunities to meet the needs of all students. HISD has been acknowledged by TEA, and other entities for numerous accolades and recognition in academic areas. HISD takes a balanced approach to accountability-increasing exposure to 21st Century learning through personalized learning, real-world applications and continuous development of concepts through essential questions, and creation of student products that demonstrate mastery of learning standards.

A continued and focused data analysis is a fundamental process in HISD. Sources of data analyzed include- STAAR results, CBAs, all types of formative assessments, MClass Reading, RenLearn STAR, iCircle, IXL, TAPR reports, and PBMAS. Teachers use CBA and benchmark assessment results to more effectively address areas of student weaknesses and strengths. Teachers and administrators also look at the rate of improvement and growth of students.

The ongoing process of analyzing student achievement reinforces the district's commitment to provide a rigorous and relevant curriculum to all students.

CAMPUS RATINGS

Hillsboro Elementary-

- OVERALL: 76
- Domain 1: 72
- Domain 2: 78
- Domain 3: 72

Hillsboro Intermediate-

- OVERALL: Not rated 68
- Domain 1: 67
- Domain 2: 70
- Domain 3: 63

Hillsboro Junior High-

- OVERALL: 94
- Domain 1: 81
- Domain 2: 93
- Domain 3: 96

Hillsboro High-

- OVERALL: 90
- Domain 1: 92
- Domain 2: 91
- Domain 3: 82

District-

- OVERALL: 89
- Domain 1: 89
- Domain 2: 91
- Domain 3: 85

The student groups with significant gaps as compared to the other student groups are: AA, and SPED in ELAR; AA and SPED in Math; AA, EL, SPED in Science; AA, EL and SPED in Social Studies.

Student Achievement Strengths

- Provide an effective RTI program for Pre-K through 12th grades with research based interventions.
- Provide an effective Special Education program.
- Aligned beliefs in student, parent, teacher, administrator expectations.
- Continue to assess student's learning and growth in innovative ways- standard based checklists, formative assessments, universal screening at grades K-12.
- Continuing to implement an effective continuum of services based on student individual needs.
- The JH and HS campuses have implemented learning labs for students in need of extra academic support.
- Focus on best instructional practices, lesson alignment, and TEKS-aligned instruction.
- Each campus utilizes instructional coaches.
- The HS and JH are implementing "System 44", a newcomer specific curriculum.
- The JH and HS campuses earned an "A" rating from TEA for 2022 accountability.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): AA students are performing below other student groups. **Root Cause:** The majority of teachers in our district do not reflect the make-up of our students. Teachers do not have a deep understanding of culturally responsive teaching.

Problem Statement 2 (Prioritized): Students in SPED are performing below their non-SPED peers. **Root Cause:** Lack of consistent implementation of specifically designed instructional strategies due to staffing changes, unfilled SPED positions, and larger caseloads.

Problem Statement 3 (Prioritized): In all tested grade levels, EL students are scoring significantly lower than non-EL peers on assessments. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning.

Problem Statement 4: Lack of consistent student attendance has had a negative impact on student achievement. **Root Cause:** Parent lack of awareness of the importance of education and consistent school attendance and not understanding the connection of attendance and learning. Fidelity of system implementation to support student attendance.

Problem Statement 5: Students in grades 3-5 scored lower in mathematics on the STAAR assessments than 6 grade-Algebra 1 students. Performance decreased based on past performances,. **Root Cause:** Lack of effective instructional practices, teacher turn-over, and consistent curriculum resources and support.

Problem Statement 6: Inconsistent implementation of writing opportunities across all content areas in grades k-12. **Root Cause:** Not a deep understanding of the importance of writing instruction and the impact across all content areas.

District Culture and Climate

District Culture and Climate Summary

Hillsboro ISD embeds research-based design qualities and digital learning opportunities within the lesson framework to meet the needs of all learners. HISD encourages disciplines inquiry and creativity in all avenues of instruction. The district has built a culture of high expectations with embedded accountability that is of a positive nature rather than a punitive nature. The district embraces the development of the whole child. A key part of our positive culture is that we embrace the belief that ALL TEACHERS build personal, compassionate relationships with students and parents and design engaging and challenging lessons that prepare their students for the future.

Standards will continue to be the base on which teachers design meaningful learning opportunities for students. The district will continue to develop each student academically, emotionally and socially to become an active participant in a global society.

District Culture and Climate Strengths

- A culture of high expectations.
- Prioritize anti-bullying.
- Increase innovative teaching practices utilizing the design qualities in all lessons.
- Attention to digital learning and connecting our classrooms locally, nationally and globally through technology is a priority.
- Moving from a teaching platform to a learning platform with the focus on student engagement as a priority.
- Continued implementation of the Choose Love movement as our SEL curriculum across the district.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Discipline expectations across the district do not reflect full understanding of restorative practices. **Root Cause:** Not every campus has fully embraced restorative practices/affirmative statements due to teacher turnover and the lack of necessary time for APs to revisit the application of restorative practices.

Problem Statement 2: Culturally responsive teaching practices are not occurring in every classroom. **Root Cause:** Lack of understanding and training of culturally responsive teaching practices.

Problem Statement 3: Lack of a collaborative approach in the decision-making process to allow for transparency amongst stakeholders. **Root Cause:** Stakeholders were not included; lack of communication and trust.

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 Hillsboro ISD students. Hillsboro ISD's efforts to attract, develop, and retain a high-quality instructional and administrative staff is not without challenges. While we work to maintain competitive salary scales and stipends in our market, we are also working to improve the educational and professional environment.

Developing and increasing the capacity of professional staff at all levels of the learning organization is a priority in HISD. The district provides learning opportunities aligned to district needs and priorities. Administrators and teacher leaders collaborate to deliver professional development throughout the year.

All staff members have an awareness of the beliefs that define our vision as a district. These beliefs are the driving force behind all decisions, including employment, throughout our district. Our Portrait of an Educator provides a more focused picture of attributes and characteristics of who we strive to be. Instructional and administrative staff are attracted to Hillsboro ISD because they see employment in this district as an opportunity to collaborate and work with innovative and highly qualified educators.

Staff Quality, Recruitment, and Retention Strengths

- Quality new teacher induction program.
- Staff development throughout the year.
- Opportunities for collaboration, teamwork, and professional growth.
- Developed portrait of an educator so stakeholders may gain a common understanding of the ideals of a 21st century learner. The portrait also provides an exemplar for teachers in HISD.
- Instructional coaches at HES, HIS, HJHS, and HHS including a district innovative instructional coach.
- Former HISD students have returned as administrators, teachers and paraprofessionals.
- A focus on "Growing Your Own" educators through the teaching program of study as part of the High School CTE program.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): The district continues to have a high rate of teacher turn-over. **Root Cause:** Many younger teachers would rather be in larger cities, not necessarily because of pay, but lifestyle. However experienced teachers are leaving for increased salaries.

Problem Statement 2 (Prioritized): HISD experiences limited applicant pool in all areas. **Root Cause:** Several more qualified personnel may not apply due to Hillsboro ISD being a rural district.

Problem Statement 3: Pay scales need to be updated in February/March and shared with stakeholders in order to retain and recruit teachers. **Root Cause:** Lack of planning and understanding of the impact of not having a pay scale in place prior to hiring.

Problem Statement 4: Need for updated application system and process that allows for transfer of personnel data and information, and advertisement of positions in multiple markets. **Root Cause:** Lack of investment in an up to date application system and lack of user friendly processes.

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 district.

Intentional efforts have been made to increase the innovative use of technology in the classrooms across the district. ClassLink, a single sign-on system, has been purchased and rolled out in order for teachers and students to better utilize on-line instructional resources. Teachers utilize Parent Square and/or Google as a learning management and communication tool.

Data driven decisions guide 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.

MClass data for grades k-6 and RenLearn STAR Math and Reading data for grades 2-8 are pieces of assessment data used to help inform instruction. Other campus programs that are utilized for instruction and data include Lexia (k-8), Renaissance Learning (k-8), IXL Reading, Math, Science and SS (1-12), iStation (7), eCircle (pk), DMAC (k-12), APEX (9-12) and TeX Guide (k-12).

Curriculum, Instruction, and Assessment Strengths

- Teacher leaders, principals and central office staff design meaningful PD based on district and campus curriculum needs and district focus areas.
- Standards Based Report Cards implemented in grades K through 3.
- Extend learning for teachers through technology- PD on the Potty, SafeSchools, Responsive Learning, Google Classroom, ParaSharp, Bite-Sized PD, and Sandbox Time.
- PLC is evident across pk to grade 8.
- Emphasis on a complete literacy program.
- ClassLink single sign-on for teachers and students.
- Unpacking of standards for grades k-12.
- Data Driven Instruction across the district in partnership with Region 12 TIL.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Inconsistent assessment opportunities (formative and summative) using multiple modalities (on-line, hard copy) that integrates practice for pacing, stamina, and problem solving strategies. **Root Cause:** Misunderstanding of the importance of assessment data and its use to guide teaching and learning.

Problem Statement 2 (Prioritized): Students are not receiving daily instruction aligned to the depth of the state standards in TIER 1 instructional settings in all classrooms. **Root Cause:** Not a deep understanding of differentiated instruction and complexity of the state standards..

Problem Statement 3: Vertical alignment is not occurring across the district. **Root Cause:** Vertical alignment activities and work is not prioritized by instructional leaders across grade levels and campuses; time and scheduling is also a challenge.

Problem Statement 4: Research based instructional materials are not being utilized in Resource and Life Skills classrooms. **Root Cause:** Lack of district aligned instructional

resources and support.

Parent and Community Engagement

Parent and Community Engagement Summary

Hillsboro ISD is committed to the sustainability and support of family and community at both the district and campus levels. The district strives to achieve family and community partnerships that positively impact the success of all HISD students.

Hillsboro ISD has a well-established framework in which the basic components of school, family, and community partnerships exist. Included in this framework are organized parental entities that regularly meet and interact with the district. These organizations include: Booster clubs, PTO, and Watch D.O.G.S. The district also has an Education Foundation that is made up of community members, parents and educators, which supports our schools through educational grants and student recognition.

Communication is key to the effectiveness of all family and community involvement. Through the use of our local newspaper, district created "Connections" publication, radio, and internal printed and electronic communication tools, stakeholders receive information and are given opportunities to provide critical feedback.

Parent and Community Engagement Strengths

- Opportunities exist for parental involvement through PTO, Booster Clubs, WATCH Dogs, etc...
- District and School Improvement Committees; School Health Advisory Council
- Social Media- Twitter, Facebook, Instagram
- Connections Publications
- Blackboard Connect and Parent Square- message system
- Relationship with local newspaper and radio
- Involvement in local clubs such as Lion's Club, Rotary Club, Sesame Club, Boys and Girls Club
- District and campus website- embedded translation capabilities
- Skyward Parent Access Portal
- Provide translators at parent meetings and ARDs
- Provide notes home in English and Spanish
- Good to Go, Head to Toe
- Thanksgiving Senior Citizen Lunch
- Positive community and business partnerships
- Go Hillsboro
- District wide public relations outreach person
- LPAC parent membership
- Communication with parents regarding academic and behavioral interventions
- Tech Tuesdays- parenting in the digital age tips
- Meet the Teacher, Open Houses, Meet the Eagles, Fish Camp, JH Camp

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents are not fully engaged in the life of the school. **Root Cause:** Many parents work long hours and some feel disconnected due to language barriers, lack of child care, safety protocols that limit access, and lack of understanding of the structure and importance of school; activities provided may no longer be relevant to families.

District Context and Organization

District Context and Organization Summary

HISD is organized to serve the district and community. The central office staff is composed of the Superintendent, Finance Department, Human Resource Department, and Curriculum and Instruction Department. The central office staff provides staffing and financial support, academic support, and policy support while maintaining the belief that we are all servant leaders. The district utilizes support from the Director of Special Education and the Director of Federal Programs and Students Services to ensure ALL students receive the support they need to be successful.

Campus administrative organization varies on each of our four campuses. The High School leadership team is comprised of the principal, two assistant principals, two counselors, and an athletic director and instructional coach. Our Junior High leadership team includes the Principal, 1 Assistant Principal, an Instructional Coach and Counselor. The Intermediate campus houses the principal, an assistant principal, and a counselor. Our Elementary campus leadership team is comprised of 1 principal, an associate principal, and assistant principal, an instructional coach and a counselor.

The CTE Director oversees student endorsements/pathways and increasing college and workforce readiness.

Each campus holds leadership team meetings and faculty meetings each month or more often if needed. Leadership teams on the Elementary and Intermediate campuses plan and work with lead teachers to design PLC time for teachers to collaborate outside their normal planning time.

The curriculum and instruction administrators also meet regularly. The team is visible on campuses and provides support based on specific campus needs.

District Context and Organization Strengths

- Positive learning environment on all campuses.
- Culture of a learning organization present throughout the district.
- Teachers have opportunities to participate in faculty meetings, DEIC, CIT, PLCs.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): Consistent communication is not occurring between the district and community in regards to what is going on educationally in classrooms across the district. **Root Cause:** Lack of an intentional plan/flowchart for sharing information.

Problem Statement 2: Lack of clarity and directional focus. **Root Cause:** No organizational chart, job descriptions are not clear, clear understanding of roles and responsibilities is lacking.

Technology

Technology Summary

Digital learning is prevalent in HISD with classrooms connected locally, nationally and globally through technology. The High School and Intermediate have computer labs and all campuses have technology devices that allow for interaction with a multitude of information resources to solve real-world problems. The district works to provide technology that is current and beneficial to students. Technology is addressed in district and campus action plans. The district employs a district technology director, a coordinator of technology application, a technology instructional coach, along with computer technicians who assist with district-wide initiatives. The district utilizes interactive boards and View Sonic and slates, digital tablets (SPED), document cameras, projection devices, digital cameras and recorders, and classroom computers. In grades 9-12 the district utilizes a 1:1 approach through the BRIDGE program and technology lending grant: touch Chromebooks are issued to every child and MiFis upon check-out for 24/7 access. The High School campus participates in Gear-Up. The Junior High, Intermediate and Elementary campuses are 1:1 as classroom sets and not checked out to students to take home. Chromebooks are utilized in class each day when appropriate for the lesson.

HISD is a Google Apps for Education District. All HISD students have their own Gmail account, can access Google Apps, create their own Google Site, and have access to Google Classrooms. Students also 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. On any given day in HISD you can walk into a classroom and find students creating multi-media presentations, collaborating using Google for Education Apps and tools, creating and editing videos, and innovating with drones and robots. Teachers also have the opportunity to become Google Certified.

Each campus has Chromebooks available for teachers to check-out and use in the classroom. The HS has available Apple TV for use. All grades utilize touch Chromebooks.

Technology Strengths

- Use of technology for campus organizations and communication has improved.
- Emphasis on the use of technology and applications in the classroom.
- All facilities have wireless access and available hot-spots for check-out if needed.
- Classrooms are equipped with either ceiling mounted projectors, document cameras, Brio cameras, Apple TV, LCD touch screens, smart boards, and student access to various technologies and applications.
- Technology is utilized as a learning tool.
- Implementation of a single-sign on platform- ClassLink.
- eSports at the HS campus.
- Robotics teams at HIS, HJH, and HHS.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Due to increase of available technology, increased on-line programs the district does not have enough technology staff to meet teacher and students needs. **Root Cause:** Funding source and lack of understanding of needs.

Problem Statement 2 (Prioritized): Aging technology for staff at each campus. **Root Cause:** Funding source.

Problem Statement 3 (Prioritized): Teachers lack the knowledge to provide novel and multi-modalities for students to create products and show high levels of learning. **Root Cause:** Teachers lack necessary knowledge and/or buy-in to the importance of 21st century learning styles.

Priority Problem Statements

Problem Statement 1: Campuses are continuing to face challenges with meeting the academic, social, and emotional needs of students especially economically disadvantaged students.
Root Cause 1: Staff not having a full understanding of effective instructional strategies to support learning, language, and cultural needs and differences based on demographics.
Problem Statement 1 Areas: Demographics

Problem Statement 5: AA students are performing below other student groups.
Root Cause 5: The majority of teachers in our district do not reflect the make-up of our students. Teachers do not have a deep understanding of culturally responsive teaching.
Problem Statement 5 Areas: Student Achievement

Problem Statement 8: Discipline expectations across the district do not reflect full understanding of restorative practices.
Root Cause 8: Not every campus has fully embraced restorative practices/affirmative statements due to teacher turnover and the lack of necessary time for APs to revisit the application of restorative practices.
Problem Statement 8 Areas: District Culture and Climate

Problem Statement 2: The district continues to have a high rate of teacher turn-over.
Root Cause 2: Many younger teachers would rather be in larger cities, not necessarily because of pay, but lifestyle. However experienced teachers are leaving for increased salaries.
Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: Inconsistent assessment opportunities (formative and summative) using multiple modalities (on-line, hard copy) that integrates practice for pacing, stamina, and problem solving strategies.
Root Cause 10: Misunderstanding of the importance of assessment data and its use to guide teaching and learning.
Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Parents are not fully engaged in the life of the school.
Root Cause 4: Many parents work long hours and some feel disconnected due to language barriers, lack of child care, safety protocols that limit access, and lack of understanding of the structure and importance of school; activities provided may no longer be relevant to families.
Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 11: Consistent communication is not occurring between the district and community in regards to what is going on educationally in classrooms across the district.
Root Cause 11: Lack of an intentional plan/flowchart for sharing information.
Problem Statement 11 Areas: District Context and Organization

Problem Statement 12: Due to increase of available technology, increased on-line programs the district does not have enough technology staff to meet teacher and students needs.

Root Cause 12: Funding source and lack of understanding of needs.

Problem Statement 12 Areas: Technology

Problem Statement 6: Students in SPED are performing below their non-SPED peers.

Root Cause 6: Lack of consistent implementation of specifically designed instructional strategies due to staffing changes, unfilled SPED positions, and larger caseloads.

Problem Statement 6 Areas: Student Achievement

Problem Statement 3: HISD experiences limited applicant pool in all areas.

Root Cause 3: Several more qualified personnel may not apply due to Hillsboro ISD being a rural district.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

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

Root Cause 9: Not a deep understanding of differentiated instruction and complexity of the state standards..

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: Aging technology for staff at each campus.

Root Cause 13: Funding source.

Problem Statement 13 Areas: Technology

Problem Statement 7: In all tested grade levels, EL students are scoring significantly lower than non-EL peers on assessments.

Root Cause 7: Teachers do not have a deep understanding of linguistic needs and how to scaffold learning.

Problem Statement 7 Areas: Student Achievement

Problem Statement 14: Teachers lack the knowledge to provide novel and multi-modalities for students to create products and show high levels of learning.

Root Cause 14: Teachers lack necessary knowledge and/or buy-in to the importance of 21st century learning styles.

Problem Statement 14 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Support Systems and Other Data

- Budgets/entitlements and expenditures 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.

High Priority

HB3 Goal

Evaluation Data Sources: Student achievement data, walk-through and observations, lesson plans, training/meeting agendas, sign-in sheets, copies of training documents, schedules, surveys, programmatic data, intervention logs, course lists and offerings, class rosters, participation records, meeting minutes, technology plan, purchase orders, inventory records.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide differentiated professional development on integrating 21st Century technology skills into instruction and management while increasing teacher's expertise of technology integration into teaching and learning.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: All teachers will leverage technology appropriately into the standards-based approach of teaching and learning. **Staff Responsible for Monitoring:** Superintendent, Finance Director, Executive Director of Literacy and Learning, Technology Innovation Coach, Principals **Title I:** 2.5 **Problem Statements:** Demographics 1 - Technology 2, 3 **Funding Sources:** - Federal, State, Local			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide supplemental resources, professional development, and/or accelerated learning opportunities aligned to the TEKS and PreK Guidelines for students to improve academic performance to close the achievement gaps in reading, writing, math, science and social studies including that of students in special populations.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase of student academic performance across all student sub-groups. **Staff Responsible for Monitoring:** Superintendent, District Administrative Staff, Principals, Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** - Federal, State, Local			

Strategy 3 Details	Formative Reviews		
Strategy 3: Promote assessment opportunities that are aligned to the state standards in depth and complexity through the use of various assessment modalities and methods.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Impact from differentiated assessment modalities and methods will be seen through instruction aligned to students' needs and student success with various types of assessment . **Staff Responsible for Monitoring:** Superintendent, Executive Director of Curriculum and Instruction, Executive Director of Literacy and Learning, Director of Special Education, Student Services Coordinator, Principals **Title I:** 2.4 **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** - Federal, State, Local			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide daily instruction in every classroom based upon state standards in order to meet the academic needs of each child.	**Formative**		
Strategy's Expected Result/Impact: Academic needs will be met.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Executive Director of Curriculum and Instruction, Executive Director of Literacy and Learning, Director of Special Education, Director of Federal Programs and Student Services, Technology Innovation Coach, Principals, Teachers **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 2 **Funding Sources:** - Federal, State, Local			

Strategy 5 Details	Formative Reviews		
Strategy 5: Analyze data to address gaps in performance of under-performing populations.	Formative		
Strategy's Expected Result/Impact: Increase of student academic performance across all student sub-groups. **Staff Responsible for Monitoring:** Central Office Administration, Principals, Teachers **Title I:** 2.6 **Problem Statements:** Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** - Federal, State, Local	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
Strategy 6: All campuses will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs of students.	Formative		
Strategy's Expected Result/Impact: Meet the needs of students in order to close achievement gaps and improve learning. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction, Executive Director of Literacy and Learning, Director of Special Education, Director of Federal Programs and Student Services, Technology Innovation Coach, Instructional Coaches, Principals **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** - Federal, State, Local	Dec	Mar	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Support programs to meet the needs of gifted/advanced students through differentiated instruction, pull-out programs, advanced course offerings, academic competitions and other extracurricular programs.	Formative		
Strategy's Expected Result/Impact: Better meet the needs of gifted students through the use of varied instructional avenues. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction, Executive Director of Literacy and Learning, Director of Federal Programs and Student Services, CTE Director, Principals, Teachers **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 2 - Technology 3 **Funding Sources:** - Federal, State, Local	Dec	Mar	June

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Identify students with dyslexia or other related disorders and provide appropriate interventions and instructional support and services.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Students develop research-based skills to increase progress in Written Expression and Reading Comprehension based on baseline assessment data and ongoing progress monitoring data.			
Staff Responsible for Monitoring: Superintendent, Executive Director of Literacy and Learning, Director of Special Education, Principals, Director of Federal Programs and Student Services, Campus 504 Coordinators, Campus Dyslexia Specialists, Teachers **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** - Federal, State, Local			

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Incorporate use of TELPAS proficiency level descriptors (PLDs) in analyzing writing of English Learners (ELs).	**Formative**		
Strategy's Expected Result/Impact: Provide a guide for teachers and ELs to become more aware of how to improve English writing proficiency; decrease the achievement gap between student groups.	Dec	Mar	June
Staff Responsible for Monitoring: Executive Director of Literacy and Learning, Director of Federal Programs and Student Services, LPAC Campus Coordinators Principals, Teachers **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 3 **Funding Sources:** - Federal, State, Local - $0			

Strategy 10 Details	**Formative Reviews**		
Strategy 10: Promote integration of English language proficiency standards (ELPS) within lesson design to support comprehensible input for English learners.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Increased English language proficiency of ELs. Decrease in achievement gap between student groups. Higher percentage of ELs exiting the ESL program.			
Staff Responsible for Monitoring: Director of Federal Programs and Student Services, LPAC Campus Coordinators, Principals, Teachers **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 3 - Curriculum, Instruction, and Assessment 2 **Funding Sources:** - Federal, State, Local - $0			

Strategy 11 Details	Formative Reviews		
Strategy 11: Provide professional development opportunities for special education staff to collaborate with regular education staff and provide access to all curriculum resources and tools.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Impact may be measured by the training of SPED and regular ed staff and how this training is applied in the classroom. **Staff Responsible for Monitoring:** Superintendent, Director Special Education, Executive Director of Curriculum and Instruction, Principals, Teachers **Title I:** 2.4 **Problem Statements:** Demographics 1 - Student Achievement 2 - Curriculum, Instruction, and Assessment 2 **Funding Sources:** - Federal, State, Local			

Strategy 12 Details	Formative Reviews		
Strategy 12: Cultivate and support student organizations at all grade levels through participation in fine arts, career and technology, athletic, clubs, and academic activities.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Increased number of students participating in student activities and organizations. **Staff Responsible for Monitoring:** Central Office Administration, CTE Director, Principals **Title I:** 2.5 **Problem Statements:** Demographics 1 **Funding Sources:** - Federal, State, Local			

Strategy 13 Details	Formative Reviews		
Strategy 13: Promote good sportsmanship, healthy competition and good character through extracurricular programs.	**Formative**		
Strategy's Expected Result/Impact: Improved positive behaviors and good character of students.	Dec	Mar	June
Staff Responsible for Monitoring: Superintendent, Central Office Administrators, Campus Leadership, Athletic Director and Coordinators, Teaching and Coaching Staff, Extracurricular Sponsors **Title I:** 2.5 **Problem Statements:** Demographics 1 **Funding Sources:** - Federal, State, Local			

Strategy 14 Details	Formative Reviews		
Strategy 14: Continue to assess facility needs and develop/update maintenance plans of the district; report to the Board on needs of each facility and problematic areas including recommendations for improvement and future structures.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Continued practice of providing safe and well maintained learning spaces. **Staff Responsible for Monitoring:** Superintendent, Director of Maintenance & Operations, CTE Director, Finance Director, Principals **Funding Sources:** - Federal, State, Local			

Strategy 15 Details	Formative Reviews		
Strategy 15: Provide support to educators in connecting learning to our Portrait of a Learner.	**Formative**		
Strategy's Expected Result/Impact: Increased awareness of Portrait of a Learner by staff and students.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Central Office Administration, Principals **Title I:** 2.5 **Funding Sources:** - Federal, State, Local			

Strategy 16 Details	Formative Reviews		
Strategy 16: Support culturally responsive teaching and pedagogy through professional development and awareness.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Curriculum connections are made to real world applications for ALL students regardless of background. **Staff Responsible for Monitoring:** Superintendent, Central Office Administration, Principals **Title I:** 2.4 **Problem Statements:** Demographics 1 - Student Achievement 1, 2, 3 - District Culture and Climate 1 **Funding Sources:** - Federal, State, Local			

Strategy 17 Details	Formative Reviews		
Strategy 17: Strategically shift our literacy instructional practices to align with those of the science of teaching reading and evidence-based literacy instruction through the implementation of HISD's "Literacy Vision and Framework."	Formative		
	Dec	Mar	June

Strategy's Expected Result/Impact: Building the capabilities of all of our students as listeners, speakers, readers, writers, and critical thinkers is key to developing the attributes of our Portrait of a Learner.
    Staff Responsible for Monitoring: Executive Director of Literacy & Learning, Executive Director of C&I, Instructional Coaches, Principals, Teachers
 	
    Title I:
2.4, 2.5, 2.6
    Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 2
    Funding Sources: - Federal, State, Local			

Strategy 18 Details	Formative Reviews		
Strategy 18: Campuses will partner with Region 12 and participate in Texas Instructional Leadership (TIL) that will focus on lesson alignment & formative assessment (LAFA) and data driven instruction (DDI).	Formative		
	Dec	Mar	June

Strategy's Expected Result/Impact: Campuses will have a deep understanding of aligning the written, taught and tested and utilizing data to make informed decisions about instruction.
    Staff Responsible for Monitoring: Executive Director of Curriculum, Executive Director of Literacy and Learning, Principals
 	
    Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2
    Funding Sources: - Federal, State, Local			

Strategy 19 Details	Formative Reviews		
Strategy 19: Campuses with tested grade levels will provide resources and training to ensure teachers have a good understanding of the new STAAR design while providing instruction at the rigor of the new assessment and practice utilizing the on-line platform.	Formative		
	Dec	Mar	June

Strategy's Expected Result/Impact: Continue to close the achievement gaps of student sub-groups and improving instruction.
    Staff Responsible for Monitoring: Executive Director of Curriculum, Executive Director of Literacy and Learning, Director of SPED, Director of Federal Programs and Student Services, Principals, Instructional Coaches and Teachers
 	
    Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1
    Funding Sources: - Federal, State, Local			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Campuses are continuing to face challenges with meeting the academic, social, and emotional needs of students especially economically disadvantaged students. **Root Cause**: Staff not having a full understanding of effective instructional strategies to support learning, language, and cultural needs and differences based on demographics.

Student Achievement

Problem Statement 1: AA students are performing below other student groups. **Root Cause**: The majority of teachers in our district do not reflect the make-up of our students. Teachers do not have a deep understanding of culturally responsive teaching.

Problem Statement 2: Students in SPED are performing below their non-SPED peers. **Root Cause**: Lack of consistent implementation of specifically designed instructional strategies due to staffing changes, unfilled SPED positions, and larger caseloads.

Problem Statement 3: In all tested grade levels, EL students are scoring significantly lower than non-EL peers on assessments. **Root Cause**: Teachers do not have a deep understanding of linguistic needs and how to scaffold learning.

District Culture and Climate

Problem Statement 1: Discipline expectations across the district do not reflect full understanding of restorative practices. **Root Cause**: Not every campus has fully embraced restorative practices/affirmative statements due to teacher turnover and the lack of necessary time for APs to revisit the application of restorative practices.

Curriculum, Instruction, and Assessment

Problem Statement 1: Inconsistent assessment opportunities (formative and summative) using multiple modalities (on-line, hard copy) that integrates practice for pacing, stamina, and problem solving strategies. **Root Cause**: Misunderstanding of the importance of assessment data and its use to guide teaching and learning.

Problem Statement 2: Students are not receiving daily instruction aligned to the depth of the state standards in TIER 1 instructional settings in all classrooms. **Root Cause**: Not a deep understanding of differentiated instruction and complexity of the state standards..

Technology

Problem Statement 2: Aging technology for staff at each campus. **Root Cause**: Funding source.

Problem Statement 3: Teachers lack the knowledge to provide novel and multi-modalities for students to create products and show high levels of learning. **Root Cause**: Teachers lack necessary knowledge and/or buy-in to the importance of 21st century learning styles.

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.

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		
Strategy 1: Promote design of meaningful and authentic learning experiences that are aligned to the specificity of the student expectations of the TEKS and include student choice, interest, technology integration, and real-world relevancy in order to transform students into creative thinkers.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increased participation in designing meaningful work which will lead to student growth and mastery of TEKS. **Staff Responsible for Monitoring:** Superintendent, Central Office Administration, Principals, Instructional Coaches, Technology Innovation Coach, Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Technology 2, 3 **Funding Sources:** - Federal, State, Local			

Strategy 2 Details	Formative Reviews		
Strategy 2: Leverage our resources to provide opportunities for our learners to explore and discover their passions.	**Formative**		
Strategy's Expected Result/Impact: Increase in student use of online resources which will lead to profound learning.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Central Office Administrators, Director of Finance, Director of Technology, Principals, CTE Director, Technology Innovation Coach, Teachers **Title I:** 2.5, 2.6 **Problem Statements:** Technology 1, 2, 3 **Funding Sources:** - Federal, State, Local			

Strategy 3 Details	Formative Reviews		
Strategy 3: Through collaboration with Central Office Staff, Schlechty Center Staff, and Region 12 consultants, campus administrators will understand what is required to build district capacity for change and for joyous student learning, and to become future-oriented organizational architects.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Impact can be measured by increase in student achievement, a more positive school culture, and organizational capacity that impacts change.
    Staff Responsible for Monitoring: Superintendent, Central Office Administrators, Campus Administrative Team
 	
    Title I:
2.4, 2.6
    Funding Sources: - Federal, State, Local			

Strategy 4 Details	Formative Reviews		
Strategy 4: Focus recruiting efforts on seeking out 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 the district.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in the number of qualified applicants.
    Staff Responsible for Monitoring: Superintendent, Human Resource Director, Financial Director, Principals
 	
    Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2
    Funding Sources: - Federal, State, Local			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide an effective teacher induction and mentoring program that provides on-going support to improve teaching and performance while promoting professional well-being.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Impact can be measured by decrease of new teachers leaving the district after the first one to five years.
    Staff Responsible for Monitoring: Superintendent, Director of Human Resources, Executive Director of Curriculum and Instruction, Executive Director of Literacy and Learning, Principals
 	
    Problem Statements: Staff Quality, Recruitment, and Retention 1
    Funding Sources: - Federal, State, Local			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Campuses will create a culture of college and post-secondary education that allow students on all campuses to participate in career education and awareness activities.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness of career and post secondary opportunities. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction, Campus Leadership, Counselors, Director of CTE **Title I:** 2.5 **Funding Sources:** - Federal, State, Local			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: All students (JH and HS) and their parents will be provided information about higher education admissions, financial aid opportunities, and the need for students to make informed curriculum choices.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness of higher education opportunities and how high school courses impact college and career readiness decisions. **Staff Responsible for Monitoring:** Superintendent, Principals, Counselors, Director of CTE **Problem Statements:** Parent and Community Engagement 1 - District Context and Organization 1 **Funding Sources:** - Federal, State, Local			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Students on all campuses will participate in career education and awareness activities.	**Formative**		
Strategy's Expected Result/Impact: Increased awareness of careers.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, Counselors, Teachers **Title I:** 2.5 **Funding Sources:** - Federal, State, Local			

Strategy 9 Details	Formative Reviews		
Strategy 9: 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 courses.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase number of students graduating with cohort.			
Staff Responsible for Monitoring: Central Office Administration, High School Administrative Team, Counselors, Teachers			
Title I: 2.6			
Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1 - District Context and Organization 1			
Funding Sources: - Federal, State, Local			

Strategy 10 Details	Formative Reviews		
Strategy 10: 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-School Safety--Emergency Operations Plan, Bullying Education, Reporting of Sexual Abuse and Maltreatment of Children, Suicide Prevention Training, Dating Violence, Sexual Harassment in the Workplace, Reporting of Neglect or Physical Abuse, Blood-borne Pathogen Education.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Reduction in the number of bullying incidents occurring and discipline referrals; heightened awareness of signs of abuse, neglect or sexual harassment.			
Staff Responsible for Monitoring: Superintendent, District Level Administrators, Principals, Counselors, Teachers, Campus Nurses, School Resource Officers			
Title I: 2.6			
Funding Sources: - Federal, State, Local			

Strategy 11 Details	Formative Reviews		
Strategy 11: All HISD staff members will be aware of suicide prevention protocols and requirements for parental and guardian notification procedures.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increased understanding of suicide prevention strategies and improved communication with parents for student safety.			
Staff Responsible for Monitoring: Superintendent, Central Office Administration, Principals, Counselors, Campus Nurse, Teachers			
Funding Sources: - Federal, State, Local			

Strategy 12 Details	Formative Reviews		
Strategy 12: HISD will review discipline data trends and training needs to identify areas of support for campus discipline and behavior support programs in order to maintain acceptable ISS and DAEP placements.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Impact will be fewer student placements in DAEP and ISS. **Staff Responsible for Monitoring:** Central Office Administration, Campus Leadership, DAEP staff **Problem Statements:** District Culture and Climate 1 **Funding Sources:** - Federal, State, Local			

Strategy 13 Details	Formative Reviews		
Strategy 13: Promote a paradigm shift from use of traditional punitive discipline practices to restorative discipline practices.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Impact can be measured by a reduction of ISS placements and placements of students in behavior programs across the district. **Staff Responsible for Monitoring:** Superintendent, Campus Leadership, Teachers **Problem Statements:** District Culture and Climate 1 **Funding Sources:** - Federal, State, Local			

Strategy 14 Details	Formative Reviews		
Strategy 14: Counselors and teachers on each campus will conduct lessons on conflict resolutions and violence prevention to promote healthy relationships through Choose Love.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Improved relationships among students and strong positive culture on campuses. **Staff Responsible for Monitoring:** Superintendent, Principals, Counselors, Teachers **Problem Statements:** Demographics 1 - District Culture and Climate 1 **Funding Sources:** - Federal, State, Local			

Strategy 15 Details	Formative Reviews		
Strategy 15: Dating violence will not be tolerated and procedures following board policy will be in place for reporting and notification to parents and recommended guidelines if a student is an alleged victim or perpetrator.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Students and staff will understand how to prevent and respond to adverse situations using healthy strategies. Students will understand how to seek help for themselves or others using effective methods **Staff Responsible for Monitoring:** ALL staff **Title I:** 2.6 **Funding Sources:** - Federal, State, Local			

Strategy 16 Details	Formative Reviews		
Strategy 16: The District will continue to update the Emergency Operations Plan based on guidance from the Texas School Safety Center and TEA and embrace school-centered emergency management strategic and operational processes before, during and after an emergency.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: The plan educates staff, faculty, students and other key stakeholders about their roles and responsibilities before, during and after an incident. It also provides parents and other members of the community with assurances that the district has established guidelines and guidance to respond to incidents or hazards in an effective and efficient way. **Staff Responsible for Monitoring:** ALL district staff			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campuses are continuing to face challenges with meeting the academic, social, and emotional needs of students especially economically disadvantaged students. **Root Cause**: Staff not having a full understanding of effective instructional strategies to support learning, language, and cultural needs and differences based on demographics.

Student Achievement
Problem Statement 1: AA students are performing below other student groups. **Root Cause**: The majority of teachers in our district do not reflect the make-up of our students. Teachers do not have a deep understanding of culturally responsive teaching.
Problem Statement 2: Students in SPED are performing below their non-SPED peers. **Root Cause**: Lack of consistent implementation of specifically designed instructional strategies due to staffing changes, unfilled SPED positions, and larger caseloads.
Problem Statement 3: In all tested grade levels, EL students are scoring significantly lower than non-EL peers on assessments. **Root Cause**: Teachers do not have a deep understanding of linguistic needs and how to scaffold learning.

District Culture and Climate
Problem Statement 1: Discipline expectations across the district do not reflect full understanding of restorative practices. **Root Cause**: Not every campus has fully embraced restorative practices/affirmative statements due to teacher turnover and the lack of necessary time for APs to revisit the application of restorative practices.

Staff Quality, Recruitment, and Retention
Problem Statement 1: The district continues to have a high rate of teacher turn-over. **Root Cause**: Many younger teachers would rather be in larger cities, not necessarily because of pay, but lifestyle. However experienced teachers are leaving for increased salaries.
Problem Statement 2: HISD experiences limited applicant pool in all areas. **Root Cause**: Several more qualified personnel may not apply due to Hillsboro ISD being a rural district.

Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent assessment opportunities (formative and summative) using multiple modalities (on-line, hard copy) that integrates practice for pacing, stamina, and problem solving strategies. **Root Cause**: Misunderstanding of the importance of assessment data and its use to guide teaching and learning.
Problem Statement 2: Students are not receiving daily instruction aligned to the depth of the state standards in TIER 1 instructional settings in all classrooms. **Root Cause**: Not a deep understanding of differentiated instruction and complexity of the state standards..

Parent and Community Engagement
Problem Statement 1: Parents are not fully engaged in the life of the school. **Root Cause**: Many parents work long hours and some feel disconnected due to language barriers, lack of child care, safety protocols that limit access, and lack of understanding of the structure and importance of school; activities provided may no longer be relevant to families.

District Context and Organization
Problem Statement 1: Consistent communication is not occurring between the district and community in regards to what is going on educationally in classrooms across the district. **Root Cause**: Lack of an intentional plan/flowchart for sharing information.

Technology
Problem Statement 1: Due to increase of available technology, increased on-line programs the district does not have enough technology staff to meet teacher and students needs. **Root Cause**: Funding source and lack of understanding of needs.
Problem Statement 2: Aging technology for staff at each campus. **Root Cause**: Funding source.
Problem Statement 3: Teachers lack the knowledge to provide novel and multi-modalities for students to create products and show high levels of learning. **Root Cause**: Teachers lack necessary knowledge and/or buy-in to the importance of 21st century learning styles.

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		
Strategy 1: Campuses will host parent conferences, provide opportunities for parents to volunteer, PTO, and Booster Club opportunities, and	**Formative**		
opportunities to serve on the District or Campus Advisory committee.	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase external and internal communication capacity as to improve communication.			
Staff Responsible for Monitoring: All staff			
Title I: 4.1, 4.2 **Problem Statements:** Parent and Community Engagement 1 - District Context and Organization 1 **Funding Sources:** - Federal, State, Local			

Strategy 2 Details	Formative Reviews		
Strategy 2: HISD will continue to provide "Connections" newsletter to the public (distributed through local newspaper) quarterly.	**Formative**		
Strategy's Expected Result/Impact: Increased external and internal communication capacity as to improve communication.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Executive Director of Literacy and Learning, Director of Communications, Executive Assistants			
Title I: 4.1 **Problem Statements:** Parent and Community Engagement 1 - District Context and Organization 1 **Funding Sources:** - Federal, State, Local			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue with updates on the district website, social media, and Parent Square to enhance communication efforts.	Formative		
Strategy's Expected Result/Impact: Continuous website and social media updates in order to improve communication.	Dec	Mar	June
Staff Responsible for Monitoring: Superintendent, Directors, Executive Assistants on campuses, Principals, Counselors, Teachers **Title I:** 4.1 **Problem Statements:** Parent and Community Engagement 1 - District Context and Organization 1 **Funding Sources:** - Federal, - State, - Local			

Strategy 4 Details	Formative Reviews		
Strategy 4: The SHAC will meet a minimum of 4 times per year and communicate updates to board and stakeholders; host Good to Go back to School Fair in August prior to the start of school.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Increased awareness of mental, physical, and social issues facing families in our community. **Staff Responsible for Monitoring:** Superintendent, Executive Director C&I, Executive Assistants, SHAC **Title I:** 2.6 **Funding Sources:** - Federal, State, Local			

Strategy 5 Details	Formative Reviews		
Strategy 5: HISD will continue to foster a positive relationship with the local newspaper and radio.	Formative		
Strategy's Expected Result/Impact: Improved lines of communication that will increase community/school/parent partnerships.	Dec	Mar	June
Staff Responsible for Monitoring: Superintendent, Central Office Administrators, Director of Communications, Campus Leadership, Teachers **Title I:** 4.2 **Funding Sources:** - Federal, State, Local			

Strategy 6 Details	Formative Reviews		
Strategy 6: HISD will continue to solicit input from all stakeholders (teachers, staff, students, parents, and community) to plan and make recommendations for district improvements.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Increase communication effectiveness and input from stakeholders.			

Staff Responsible for Monitoring: Superintendent, Directors, Principals, Teachers

Problem Statements: Parent and Community Engagement 1 - District Context and Organization 1

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents are not fully engaged in the life of the school. **Root Cause**: Many parents work long hours and some feel disconnected due to language barriers, lack of child care, safety protocols that limit access, and lack of understanding of the structure and importance of school; activities provided may no longer be relevant to families.
District Context and Organization
Problem Statement 1: Consistent communication is not occurring between the district and community in regards to what is going on educationally in classrooms across the district. **Root Cause**: Lack of an intentional plan/flowchart for sharing information.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $1,871,584.53
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

SCE funds are used for professional salaries of classroom teachers, interventionists, classroom support staff, tutorial stipends, homebound instructional services, curriculum supplies and summer school and is used to support Title 1 programs. Salaries that include tutorial stipends, homebound services, calssroom support staff, teacher salaries and interventionists- $1,700,113.84 Curriculum Supplies- $17,723.00 Summer School Salaries- $153,747.69

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was completed on Tuesday September 13th. Those involved in the CNA were Angela Boyd- Executive Director, C&I, Sheila Bowman- Executive Director, Literacy and Learning; Gaila Sanders- Director of Federal Programs and Student Services; Margie Nisbett- SPED Director; and Cristal Castellanos- District Technology Innovation Coach. Input was also gathered from Leah Divin, Finance Director and also Keith Hannah- HR Director.

During the spring District Education Improvement Committee strategies were reviewed and input was given. During each DEIC meeting a needs/concerns item is on the agenda and any questions or concerns are addressed. Strategies were also shared at the District Education Improvement Committee meeting which was held on October 4th and input was gathered. The DEIC committee is made up of certified teachers, non-teaching staff, district administrators, parents, community and business owners.

The team looked at data trends that include homelessness, poverty, student subgroups, teacher retention, extracurricular and achievement data. Economically disadvantaged student population is determined by the completion of the free and reduced lunch form.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Each campus is required to assemble a campus improvement team. This team consists of teachers. administrators, parents, business owners, and community members. The team is responsible for completing a CNA and works in conjunction with the campus to develop the CIP.

2.2: Regular monitoring and revision

Campuses and the district will regularly reflect on each strategy and formative review and document in each plan the progress that is being made towards each strategy. These progress checks will take place in December, March and in June.

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

Plans are written in a clear and concise way so that parents and community can understand. Plans will be available on the district website and will have the capability of being translated. If hard copies are wanted, parents can request those at each campus or the district office.

2.4: Opportunities for all children to meet State standards

Included in each plan are strategies that address opportunities for children to meet the State standards. Goal 1: Strategies 2,3,4,9,10, 19 address the need for all students to meet State standards.

2.5: Increased learning time and well-rounded education

Strategies are included that address a well-rounded education. Those strategies include- Goal 1 Strategies 1, 7, 12, 13, 16; Goal 2 Strategies 1, 2, 3, 6, 8, 14.

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

Strategies are included that address student needs especially those that are at-risk. Goal 1- strategies 2, 4, 5, 6, 16; Goal 2- strategies 9, and 12.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The District Education Improvement Committee will annually review and evaluate all aspects of the schoolwide plan. Parents will be surveyed about the effectiveness of programs and offer suggestions for improvement. The evaluation procedure will include assessment of successes in the Schoolwide plan as well as recommendations for improvement in an emergent area.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The parent and family engagement plan is developed at the DEIC meeting at the beginning of each year and evaluated at the end of each year. Goal 2- strategy 7; Goal 3- strategies 1 and 6 addresses family engagement.

Hillsboro Independent School District is dedicated to providing a quality education for every student in our district. In support of the district mission statement in preparing "today's students for tomorrow's world" Hillsboro ISD will develop and nurture partnerships with parents/caregivers, students and community stakeholders. Furthermore, the district will involve parents/caregivers in all aspects of the various local, state and federal programs offered in Hillsboro ISD schools. To encourage parental involvement, the district shall actively commit to the activities contained in this policy.

Developing the Policy:

Parents, members of the community, and school staff (Hillsboro ISD District Education Improvement Committee) will meet to discuss the design and implementation of the Parent Involvement Policy.

Hillsboro ISD will actively recruit participation through various avenues of publicity; participation will include a diverse parent population.

Meetings will be planned at convenient times and locations for all concerned parties.

The District Education Improvement Committee will annually review and evaluate all aspects of the parent & family engagement program. Parents will be questioned about the effectiveness of the program and offer suggestions for improvement. The evaluation procedure will include assessment of successes in the Parent & Family Engagement Policy as well as recommendations for improvement in an emergent area.

4.2: Offer flexible number of parent involvement meetings

Involve Parents in School Wide Plan:

Consistent with section 1116 of the Every Student Succeeds Act (ESSA), Hillsboro ISD will support programs, activities and procedures for the involvement of parents which will be planned and operated with consultation of parents. Hillsboro ISD will support campuses in building capacity for strong parental involvement to ensure effective involvement of partners to create and support the home/school/community partnership to improve student academic achievement. The district will support many varied ways of parental involvement as it strives to develop and maintain an optimum learning environment for all students. Parents may contribute through volunteer programs at school as well as create a supportive home atmosphere. The community may participate through an array of activities that promote student success including but not limited to:

Parent Organizations: PTA/PTO, Athletic Boosters, Band Boosters, Ag Boosters, Hillsboro ISD Education Foundation, etc.

Activities may include: Meet the Teacher Night, Family Fun Night, College Financial Night, Meet the Eagles Night, Open House, Gear Up, Texas Public School Week Activities, Watch Dogs, Musicals, Theater Productions, Fall Festival, Grandparents Day, Award Ceremonies, Talent Shows, Parent Training Sessions, Grow Your Own, Parent/Teacher Conferences, Bridge Parent Meeting, Vocabulary Parade, Family Literacy Night, UIL, FCC Robotics, FLL Robotics, Math Monsters, Reading Rascals, Rhythm Rascals, STAAR Scavenger Hunt, Field Trips, Book Fairs, Park Day, Clap-Out, Coding Club, Blood Drives, FFA Chapter Stock Shows, Athletic Tournaments, Spring Relays, Academic Showcases, Career Days, Good-to-Go Head-to-Toe, Shattered Dreams, Class Parties, National Honor Society, Fellowship of Christian Athletes, ARDs/504/SST Meetings, E 3, etc.

The District also highly encourages parents to volunteer to serve on district and campus committees. Efforts are made that committee selections represent the diversity of the community and the different student sub-groups served by the district. Parents, community members and staff from each campus will develop and maintain parental involvement activities best suited to meet the individual needs of everyone involved.

The district recognizes that an important way to foster parental involvement is through various avenues of communication throughout the school year. Communication opportunities may include: Parent/Teacher Conferences at the end of the 1st Six Weeks and throughout the year, E-Mail, text messages, quarterly Connections newsletter, HISD brochure, local newspaper and radio, personal contacts, HISD web page, Tip Line, Blackboard call-outs, Facebook, Instagram, Twitter, Periscope, Remind 101, See Saw, Sign-up Genius, Google Classroom, Campus Newsletters, brochures, phone calls and written notices which are utilized to establish and maintain an open line of communication.

Staff members strive to promote positive communication strategies as well as effective ways to work with parents and community members.

Parents are encouraged to take advantage of the web-based Skyward Family Access. This allows the parent to check grades, missing assignments and attendance. A parental involvement web page provides another tool for information and includes the Title 1 Statewide Parental Newsletter.

5. Targeted Assistance Schools Only

District Funding Summary

Federal					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$0.00
				Sub-Total	$0.00
State					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$0.00
				Sub-Total	$0.00
Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$0.00
				Sub-Total	$0.00
Federal, State, Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	9			$0.00
1	1	10			$0.00
1	1	11			$0.00
1	1	12			$0.00
1	1	13			$0.00
1	1	14			$0.00
1	1	15			$0.00

			Federal, State, Local		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	16			$0.00
1	1	17			$0.00
1	1	18			$0.00
1	1	19			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	6			$0.00
2	1	7			$0.00
2	1	8			$0.00
2	1	9			$0.00
2	1	10			$0.00
2	1	11			$0.00
2	1	12			$0.00
2	1	13			$0.00
2	1	14			$0.00
2	1	15			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	4			$0.00
3	1	5			$0.00
				Sub-Total	$0.00

Addendums

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

PFS Criteria Summary

RECENT QUALIFYING MOVE	
Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period);	

+

FAILING OR MOST AT RISK OF FAILING		
Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.		
Grade Level	**Grade Level**	**Grade Level**
K-3	3-12 and UG	7-12, OS, UG
Must have at least one of the following designations: - LEP/EL - Over age - Retained	Must have received a state assessment score/designation of: - Failed - Absent - Exempt - Not Enrolled - Not Tested - At-Risk of Failing	Must have been designated as a drop out student on NGS: - The Drop Out indicator and date are linked to each history line.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

Priority for Service (PFS) Action Plan

School District: Hillsboro		Filled Out By: Tonya Ramos and Polo Vielma
Region: 12	School Year: 2022 - 2023	Date: 06/10/2022

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s):	Objective(s):	
To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.	Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.	

Required Strategies

Monitor the progress of MEP students who are on PFS.

Required Strategies	Timeline	Person(s) Responsible	Documentation
• Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents
• Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August	MEP Coordinator, PFS Instructor	PFS Action Plan

Communicate the progress and determine needs of PFS migrant students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
• During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus staff information on the Priority for Service criteria and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts
• During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
• During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and/or community visits to update parents on the academic progress of their children.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs

Provide services to PFS migrant students.

Strategy	Timeline	Responsible Parties	Resources
• Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
• Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
• Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	September –May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials

(signature)
LEA Signature

(signature)
PFS Signature

10-14-22
Date Completed

6/10/22
Date Completed

Yolanda Rollins
ESC Signature

Pete Vielma
PFS Signature

6/10/22
Date Received

6/10/22
Date Completed

Note:	This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

SEXUAL HARASSMENT BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

2. The conduct is so severe, persistent, or pervasive that it:

   a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or

   b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE   FFH
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION   (LOCAL)

GENDER-BASED HARASSMENT	Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES	Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.
DATING VIOLENCE	Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES	Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

	student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.
RETALIATION	The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.
EXAMPLES	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.
PROHIBITED CONDUCT	In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.
REPORTING PROCEDURES STUDENT REPORT	Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.
DEFINITION OF DISTRICT OFFICIALS	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
TITLE IX COORDINATOR	Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]
ADA / SECTION 504 COORDINATOR	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

SUPERINTENDENT   The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

ALTERNATIVE
REPORTING
PROCEDURES   A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

                     A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING   Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE TO PARENTS   The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

INVESTIGATION OF
THE REPORT   The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

INITIAL
ASSESSMENT   Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.

                     If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

INTERIM ACTION   If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

DISTRICT
INVESTIGATION   The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

                     The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed,

and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CRIMINAL INVESTIGATION

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

NOTIFICATION OF OUTCOME

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

DISTRICT ACTION

PROHIBITED CONDUCT

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

CORRECTIVE ACTION

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

BULLYING

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. **Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.** COEs for new school year cannot be completed until training has occurred.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 31
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. Conduct ID&R. *Potentially Eligible Migrant Children*: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. *Currently Eligible Migrant Children*: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within 3 days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	**Staff:** Designated SEA Reviewers	Within 5 days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3rd birthday.
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. __Make contact with potential growers.__ Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. __Develop calendar and maps.__ Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	**Staff:** MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. __Other__		
IV. INTERAGENCY COORDINATION		
A. __Network with agencies that serve migrant families.__ Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. __Other__		
V. QUALITY CONTROL		
A. __Written quality control procedures.__ Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. __Eligibility review.__ Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. __Monitor and address ongoing training needs for ID&R.__ Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. __Maintain up-to-date records on file.__ Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. __Coordinate with ESC for annual eligibility validation.__ Validate eligibility through re-interview process according to instructions set forth by TEA.	**Staff:** ESC, MEP staff **Children:** Previously-identified children selected by State MEP	January – June
F. __Other__		
VI. EVALUATION		
A. __Evaluate ID&R efforts for subsequent planning.__ Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. __Other__		