

**Hillsboro Independent School District**  
**Hillsboro Elementary School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

At HES we will build and grow relationships through connections with ALL while nurturing both mind and heart.

## Vision

Hillsboro ISD - the Choice for Student Success

## Belief Statements

We promise to provide:

- **Connection before Curriculum**
- **Data Driven Instruction with High Quality Materials**
- **Positive Community Outreach**
- **Safe & Supportive Environment**
- **Effective & Timely Communication**
- **EAGLE PRIDE with Courage and Compassion**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hillsboro Elementary School is a Title I campus that serves students in grades pre-kindergarten through third grade.

Our enrollment as of October was 614 students. This being 92 pre-kindergarteners, 112 kindergarteners, 138 first graders, 142 second graders, 128 third graders. 74.1% of our students are considered economically disadvantaged.

Our student groups are as follows: Black/African American - 10%; Hispanic/Latino - 63%; White - 21%; Two or More - 5%; Asian - 0.8%; American Indian - 0.2%.

Our students by instructional groups are as follows: Bilingual - 17%; ESL - 27%; SpEd - 13%; GATE - 1%; 504 - 1%.

Average HES Attendance for 2022-23 School Year 93.32%.

### Staff for the 2023-24 school year:

<b>Administration</b>	<b>1 Principal, 1 Associate Principal, 1 Assistant Principal, 2 Instructional Coaches</b> <sup>104</sup>
Office Staff	1 Registrar, 1 Receptionist, 1 Secretary, 2 Paraprofessionals
Counselor	1 Counselor
Nurse	1 Nurse
Interventionists	2 Interventionist
SpEd	1 Diagnostician, 1 Resource Teacher, 1 Lifeskills Teacher, 1 ESCE Teacher, 1 Dyslexia Teacher, 1 Occupational Therapist, 4 Speech Therapists, 6 Paraprofessionals
ELL	1 ELL Teacher, 1 Paraprofessional
GATE	.50 Teacher
Specials	1 Librarian, 1 Music Teacher, 1 Art Teacher, 2 Coaches, 3 Paraprofessional
Pre-Kindergarten	5 Teachers (4 mono-lingual and 1 bilingual), 5 Paraprofessionals
Kindergarten	6 Teachers (2 Non-Certified), 2 Paraprofessionals
1st Grade	7 Teachers (2 Non-Certified), 2 Paraprofessionals
2nd Grade	6 Teachers (1 Non-Certified), 3 Paraprofessionals
3rd Grade	6 Teachers (5 monolingual and 1 bilingual), 1 Paraprofessional

### Discipline Referral Summary for the 2022-23 school year:

Male 210	Female 73		
Kindergarten - 41	1st Grade - 114	2nd Grade - 93	3rd Grade - 35
African American - 40 (14%)	White - 89 (31%)	Hispanic - 127 (45%)	Multiracial - 27 (10%)

### Demographics Strengths

- Additional counselor to meet the Texas Model for Comprehensive School Counseling Programs.
- Majority of teachers are ESL Certified.
- New teachers are assigned a mentor teacher for additional support to learn the resources, to help develop rigorous lessons, and to get ongoing support from the leadership team and the instructional coaches.
- All paraprofessionals received PD that included clear descriptions of their work responsibilities and strategies for providing support to HES students.
- We have 5 full day pre-kindergarten classes with a paraprofessional in each class.
- Each grade level has a paraprofessional to assist with instruction.
- Each Pre-Kindergarten-2nd Grade bilingual classroom has a bilingual paraprofessional.

### Demographics Needs

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- Additional counselor to meet the Texas Comprehensive Counseling Model.
- Additional teachers to reduce class sizes.
- Additional teachers with bilingual certification.
- An increase in teacher retention.
- An increase in effective classroom management.
- A decreased number of discipline referrals that result in time away from classroom instruction.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Unable to recruit, develop, and retain enough highly qualified staff members that match our demographics to support all students effectively.

**Root Cause:** Fewer highly qualified applicants that fit our demographic proportions.

**Problem Statement 2:** Low rate of teacher retention. **Root Cause:** Gaps in systems and processes to support teachers and reduce student behavior.

# Student Achievement

## Student Achievement Summary

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

### 2022-23 STAAR Scores:

	State Average			ESC 12 Average			HES Average		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
<b>3rd Math</b>	72%	43%	19%	70%	39%	15%	67%	29%	11%
<b>3rd RLA</b>	77%	50%	20%	75%	46%	16%	78%	46%	14%

## Student Achievement Strengths

- Our third grade percentage of approaches for RLA is above the region and state average for STAAR.
- Continue to assess students' learning in innovative ways: standards based checklists, fluency checks, formative assessments, and technology.

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## Student Achievement Needs

\*Consistent implementation of a vertically aligned process for learning how to write purposefully, while monitoring to ensure fidelity.

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

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

\*Continued vertical alignment of the curriculum within the grade level TEKS including the backwards design process using unit assessments

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

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

\* Increase rigor of Tier I instruction

\* Increase student attendance to impact overall student achievement

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Large number of students receiving RTI Tier 2 and Tier 3 services. **Root Cause:** Struggle with retention of foundational skills in core content areas.

**Problem Statement 2:** Staff struggles to understand appropriate pacing and prioritization during instruction. **Root Cause:** Inexperience of staff members in their current position.

**Problem Statement 3:** Inconsistent use of data to drive instruction. **Root Cause:** Teachers unfamiliar with data tools.

**Problem Statement 4:** Coordination needed between curriculum resources and specificity of the TEKS. **Root Cause:** An abundance of resources without clear coaching on how to integrate to address the TEKS.

# School Culture and Climate

## School Culture and Climate Summary

Hillsboro Elementary strives to utilize research-based instructional strategies and digital learning opportunities within the lesson framework to meet the needs of all learners. HES encourages inquiry and creativity in all avenues of instruction. Hillsboro Elementary embraces the development of the whole child. Teachers design meaningful learning opportunities for students. We will continue to develop each student academically, emotionally, and socially to become an active participant in a global society. HES staff members engage in online and face-to-face professional development opportunities and use Choose Love tools to maintain a positive culture.

## School Culture and Climate Strengths

- A collaborative approach utilized in the decision making process allows for transparency among staff members
- Climate is nurtured by staff celebrations and special events
- Social-Emotional Learning initiative through use of Choose Love Movement campus wide

## School Culture and Climate Needs

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

\*Continue to implement innovative instructional strategies

\*Continue to base PLCs/PD on teacher and campus needs

\*Promote Choose Love tools and skills throughout the campus

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## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Understanding and implementation of research-based instructional strategies in lesson planning for staff members. **Root Cause:** Lack of training and experience among teachers with research-based strategies.

**Problem Statement 2:** Inconsistent implementation of professional learning communities to address campus needs. **Root Cause:** Lack of accountability and large staff turnover rate.

**Problem Statement 3 (Prioritized):** We have a higher rate of discipline referrals. **Root Cause:** Students have noticeable gaps with social-emotional development and staff struggle to consistently implement effective classroom management.

**Problem Statement 4:** Student attendance rate is below 95%. **Root Cause:** Lack of parental understanding of the negative effect on academics caused by student absences.

**Problem Statement 5 (Prioritized):** Hillsboro Elementary experiences low applicant pool in all areas. **Root Cause:** Due to pay and geographical location.

**Problem Statement 6:** Hillsboro Elementary has experienced a high teacher turnover rate. **Root Cause:** Teachers left due to financial need.

**Problem Statement 7:** Low percentage of Meets and Masters for RLA and Math STAAR. **Root Cause:** Student struggle to apply foundational skills from RLA and Math during



assessments.

**Problem Statement 8 (Prioritized):** A stronger partnership is needed between parents and staff members. **Root Cause:** Lack of understanding of parent-school collaboration and parent accessibility.

**Problem Statement 9 (Prioritized):** Lack of opportunities for constructive parent feedback. **Root Cause:** Feedback is not sought routinely.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Campus administrators seek out highly qualified candidates to nurture Hillsboro Elementary students. The campus's efforts to attract, develop, and retain a high-quality instructional and administrative staff is not without challenges. While we work to stay competitive in our market, we are also working to improve the educational and professional environment. Developing and increasing the capacity of professional staff at all levels of the learning organization is a priority at Hillsboro Elementary. Leaders work to provide relevant professional development as a way to "grow our own" highly qualified educators.

## Staff Quality, Recruitment, and Retention Strengths

- Quality new teacher induction program
- Staff development through ongoing professional development opportunities
- Opportunities for collaboration and teamwork
- Develop and encourage aspiring leaders through professional development and leadership building opportunities
- Quality peer observations both across and within grade levels led by our Instructional Coaches

## Staff Quality, Recruitment and Retention Needs

\*Alignment of staff diversity with student diversity

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

\*Reduce teacher turn-over rate

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

**Problem Statement 1:** Staff struggles to understand appropriate pacing and prioritization during instruction. **Root Cause:** Inexperience of staff members in their current position.

**Problem Statement 2:** Coordination needed between curriculum resources and specificity of the TEKS. **Root Cause:** An abundance of resources without clear coaching on how to integrate to address the TEKS.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

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

## Curriculum, Instruction, and Assessment Strengths

- The instructional coaches collaborate with teachers consistently
- Teachers continue to use a variety of measures to assess students
- Teachers use ability group and small group models in addition to whole group instruction

## Curriculum, Instruction and Assessment Needs

\*Ensure proper implementation of curriculum resources

\*Embedding technology applications in curriculum grades PK-3

\*Utilize i-Ready, MClass, ESGI, Renaissance, and CLI screening data to set goals and target instruction based on student needs

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\*Unpack, understand, and instruct to the specificity of TEKS

\*Utilize appropriate pacing and prioritization during instruction

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

**Problem Statement 1:** Staff struggles to understand appropriate pacing and prioritization during instruction. **Root Cause:** Inexperience of staff members in their current position.

**Problem Statement 2:** Inconsistent use of data to drive instruction. **Root Cause:** Teachers unfamiliar with data tools.

**Problem Statement 3:** Coordination needed between curriculum resources and specificity of the TEKS. **Root Cause:** An abundance of resources without clear coaching on how to integrate to address the TEKS.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Hillsboro Elementary is committed to the sustainability and support of family and community. The campus strives to achieve family and community partnerships that positively impact the success of all students. Hillsboro Elementary has a well-established framework in which the basic components of school, family, and community partnerships exist. Communication is key to the effectiveness of all family and community involvement. Through the use of our social media, printed communication, physical meetings, and campus events, stakeholders receive information and are given opportunities to provide critical feedback.

## Parent and Community Engagement Strengths

- Relationships with HHS student groups
- District and School Improvement Committees
- Social Media- Twitter, Facebook, District App
- Connections Publications
- ParentSquare
- District and campus website
- Skyward Parent Access Portal
- Provide translators at parent meetings and ARD's
- Provide notes home in English and Spanish
- Positive business and community partnerships

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## Family and Community Involvement Needs

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

\*Transparency among all stakeholders

\*Improved communication between English and Spanish speakers

# School Context and Organization

## School Context and Organization Summary

Hillsboro Elementary has one principal, an associate principal, an assistant principal, a counselor, and two instructional coaches.

Hillsboro Elementary holds faculty meetings each month or more often if needed. The Hillsboro Elementary Leadership Team works with district support staff, instructional coaches and lead teachers to design PLC/PD time for teachers to collaborate. The Hillsboro Campus Leadership Team meets every other week to collaborate, plan, and make campus decisions. The campus principal meets with the instructional coaches weekly to discuss coaching needs and provide lesson plan feedback. The campus principal also meets weekly with campus admin team to discuss campus needs, concerns, and future events.

## School Context and Organization Strengths

- Bilingual staff including front office, teachers and paraprofessionals
- Positive and safe learning environment
- Culture of learning and growth
- Compliance with regulations
- Teachers have a voice in the decision-making process and in identifying solutions via faculty meetings, CIC, PLC and other district teacher leadership opportunities

## School Context and Organization Needs

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

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# Technology

## Technology Summary

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

## Technology Strengths

- Administrative use of technology for campus organizations, communication and professional development
- Teachers emphasize the use of technology and applications in the classroom and computer lab
- Technology is used as a learning tool
- Hillsboro Elementary has wireless access
- All classrooms are equipped with Viewsonic Interactive TVs, document cameras, and student access to various technologies and applications
- Professional development regarding technology opportunities are available to teachers through training and other resources
- Continued growth of Technology Committee to brainstorm and align technology uses
- Strong presence on Social Media for communication at Hillsboro Elementary
- One to One student devices

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## Technology Needs

\*Continued development in administrator and teacher knowledge of technology

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Inconsistent use of data to drive instruction. **Root Cause:** Teachers unfamiliar with data tools.

# Priority Problem Statements

**Problem Statement 1:** Large number of students receiving RTI Tier 2 and Tier 3 services.

**Root Cause 1:** Struggle with retention of foundational skills in core content areas.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Hillsboro Elementary experiences low applicant pool in all areas.

**Root Cause 2:** Due to pay and geographical location.

**Problem Statement 2 Areas:** School Culture and Climate

**Problem Statement 3:** Unable to recruit, develop, and retain enough highly qualified staff members that match our demographics to support all students effectively.

**Root Cause 3:** Fewer highly qualified applicants that fit our demographic proportions.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** We have a higher rate of discipline referrals.

**Root Cause 4:** Students have noticeable gaps with social-emotional development and staff struggle to consistently implement effective classroom management.

**Problem Statement 4 Areas:** School Culture and Climate

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**Problem Statement 5:** Lack of opportunities for constructive parent feedback.

**Root Cause 5:** Feedback is not sought routinely.

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

**Problem Statement 6:** A stronger partnership is needed between parents and staff members.

**Root Cause 6:** Lack of understanding of parent-school collaboration and parent accessibility.

**Problem Statement 6 Areas:** School Culture and Climate

**Problem Statement 7:** Understanding and implementation of research-based instructional strategies in lesson planning for staff members.

**Root Cause 7:** Lack of training and experience among teachers with research-based strategies.

**Problem Statement 7 Areas:** School Culture and Climate

# Goals

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

**Performance Objective 1:** Engaging experiences which lead to profound learning result from the work of dedicated individuals working collaboratively throughout the district/schools to design meaningful experiences for their targeted audience.





**Evaluation Data Sources:** Student achievement data, walk-through and observations, lesson plans, meeting agendas & sign-in sheets, schedules, programmatic data, intervention logs, class rosters, technology plan, purchase order and inventory records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide differentiated professional development on integrating 21st century technology skills into instruction and management while increasing teachers' expertise of technology integration into teaching and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers will leverage technology appropriately into the standards based approach of teaching and learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Director of Instructional Technology, Technology Instructional Coach</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	Formative		
	Dec	Mar	June
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Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide supplemental resources, professional development and/or intervention/enrichment opportunities aligned to the TEKS for students to improve academic performance to close the achievement gaps in core content areas, including that of students in special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student academic performance as shown on i-Ready reports across all student sub groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coach, teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Promote differentiated instruction and assessment opportunities that include; dedicate time in the master schedule for intervention and enrichment that are aligned to the state standards in depth and complexity through the use of various modalities and methods in order to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic needs will be met through differentiated opportunities including pull-out programs for enrichment, intervention, and other instruction to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coach, teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
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Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Analyze data and address gaps in performance of under performing populations and at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the use of a coordinated Rti program, there will be an increase in student academic performance, and the achievement gaps will close across all sub groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Intervention teachers, Instructional Coach, Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Identify students with Dyslexia or other related disorders and provide appropriate intervention and instructional support services.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased progress in written expression and reading fluency based on baseline assessment data and ongoing progress monitoring data.</p> <p><b>Staff Responsible for Monitoring:</b> Student Services Coordinator, Principals, Dyslexia teacher, teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
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Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Promote integration of English Language Proficiency standards (ELPs) in lesson design, implement Summit K12, and incorporate the use of TELPAS proficiency level descriptors to analyze student work in order to support English Language Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> As ELs become more aware of how to improve writing and language proficiency, there will be a decrease in the achievement gap between the student groups and a higher percentage of ELs will exit the ESL program.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coordinator, Principals, teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Promote good sportsmanship, healthy competition and good character through Physical Education programs and social emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved positive behaviors and good character of students.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, counselor, coaching staff, teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Culture and Climate 3</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Analyze attendance data and implement annual attendance plan which includes individual and class incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Our attendance percentages will increase to above 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, teachers, counselor, and registrar.</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 8</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			119
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Classroom teachers will continue to use PLC time to analyze formative and summative assessment data to track Special Education student progress and mastery of grade level skills with accommodations outlined in IEPs and BIPs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on grade level skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers and Paraprofessionals.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> Large number of students receiving RTI Tier 2 and Tier 3 services. <b>Root Cause:</b> Struggle with retention of foundational skills in core content areas.</p>

## School Culture and Climate

**Problem Statement 1:** Understanding and implementation of research-based instructional strategies in lesson planning for staff members. **Root Cause:** Lack of training and experience among teachers with research-based strategies.

**Problem Statement 3:** We have a higher rate of discipline referrals. **Root Cause:** Students have noticeable gaps with social-emotional development and staff struggle to consistently implement effective classroom management.

**Problem Statement 8:** A stronger partnership is needed between parents and staff members. **Root Cause:** Lack of understanding of parent-school collaboration and parent accessibility.

**Goal 2:** Increase understanding of and commitment to the HISD Beliefs by developing a sense of ownership among key audiences.





**Performance Objective 1:** Individuals and groups throughout the District embrace, support and act in accordance with the HISD beliefs.

**Evaluation Data Sources:** Lesson plans, observations and walk-throughs, student work, meeting agendas and sign-in sheets, parent meeting sign-in sheets and presentations, counselor logs, Restorative Discipline documentation, teacher feedback/surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Promote design of meaningful and authentic learning experiences that are aligned to the specificity of the TEKS and leverage our resources to include student choice, interest, technology integration, and real-world relevancy in order to transform students into creative thinkers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in designing meaningful work and the use of online resources which will lead to student growth, mastery of TEKS, and profound learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coach, teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	Formative		
	Dec	Mar	June
			121
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Seek out and interview highly qualified staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Hiring of professionals that meet our district/campus needs and share our common educational beliefs.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Human Resources Director, Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1 - School Culture and Climate 5</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide effective coaching for new teachers with on-going support to improve teaching and performance while promoting professional well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease of new teachers leaving the district/campus after the first one to five years.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches, Teacher Mentors.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1 - School Culture and Climate 5</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Create a culture that includes college and career awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of college and career readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselor, teachers</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 1 - School Culture and Climate 5</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			122
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Comply with all state mandated training programs to ensure the safety and security of all students in their education program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness and reduce instances of bullying. Increase awareness for signs of abuse, neglect or sexual harassment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1 - School Culture and Climate 5, 8</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> All staff members will be aware of suicide prevention protocols and requirements for parental and guardian notification process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of suicide prevention strategies and improved communication with parents for student safety.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselor, teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Culture and Climate 8</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Promote the use of MOVE Behavior Management to stress clear expectations, structure, and boundaries.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact can be measured by a reduction of major discipline issues and ISS/Refocus placements.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Culture and Climate 3</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			123
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Counselor and teachers will provide social emotional learning lessons to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved relationships among students and strong positive culture on campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselor, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Culture and Climate 3, 8</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Engage in partnership with Region 12 to build schoolwide culture and routines through Texas Instructional Leadership Training.</p> <p><b>Strategy's Expected Result/Impact:</b> To improve campus culture and routines.</p> <p><b>Staff Responsible for Monitoring:</b> Principals and Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1 - School Culture and Climate 1, 3, 5</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Unable to recruit, develop, and retain enough highly qualified staff members that match our demographics to support all students effectively. <b>Root Cause:</b> Fewer highly qualified applicants that fit our demographic proportions.</p>
Student Achievement
<p><b>Problem Statement 1:</b> Large number of students receiving RTI Tier 2 and Tier 3 services. <b>Root Cause:</b> Struggle with retention of foundational skills in core content areas.</p>
School Culture and Climate
<p><b>Problem Statement 1:</b> Understanding and implementation of research-based instructional strategies in lesson planning for staff members. <b>Root Cause:</b> Lack of training and experience among teachers with research-based strategies.</p> <p><b>Problem Statement 3:</b> We have a higher rate of discipline referrals. <b>Root Cause:</b> Students have noticeable gaps with social-emotional development and staff struggle to consistently implement effective classroom management.</p> <p><b>Problem Statement 5:</b> Hillsboro Elementary experiences low applicant pool in all areas. <b>Root Cause:</b> Due to pay and geographical location.</p> <p><b>Problem Statement 8:</b> A stronger partnership is needed between parents and staff members. <b>Root Cause:</b> Lack of understanding of parent-school collaboration and parent accessibility.</p>







**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:** Agendas, sign-in sheets, communication logs, event publicity, copies of newsletters, website, observation and review of social media, newspaper articles.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> HES will host parent conferences and opportunities to serve on the District and Campus Advisory committee.  <b>Strategy's Expected Result/Impact:</b> Increase external and internal communication capacity to improve communication.  <b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I:</b>            4.1, 4.2  <b>- TEA Priorities:</b>            Recruit, support, retain teachers and principals, Improve low-performing schools  <b>Problem Statements:</b> School Culture and Climate 8, 9  <b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			125
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> HES connects to the community through print and social media to communicate about academic performance and campus events.  <b>Strategy's Expected Result/Impact:</b> Community awareness of student activities and successes.  <b>Staff Responsible for Monitoring:</b> Principals, Counselor, Program Directors, teachers</p> <p><b>Title I:</b>            4.1  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>Problem Statements:</b> School Culture and Climate 8, 9  <b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue with updates on the campus website and social media to enhance communication efforts including Parent Square.</p> <p><b>Strategy's Expected Result/Impact:</b> Continuous website and social media updates in order to improve communication.</p> <p><b>Staff Responsible for Monitoring:</b> Central Office Directors, Principals</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> School Culture and Climate 8, 9</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> HES will continue to solicit input from all stakeholders to plan and make recommendations for campus improvements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increases communication effectiveness and input from stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselor, teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Culture and Climate 8, 9</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			126
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 8:</b> A stronger partnership is needed between parents and staff members. <b>Root Cause:</b> Lack of understanding of parent-school collaboration and parent accessibility.</p>
<p><b>Problem Statement 9:</b> Lack of opportunities for constructive parent feedback. <b>Root Cause:</b> Feedback is not sought routinely.</p>