

Hillsboro Independent School District
Hillsboro High School
2024-2025 Campus Improvement Plan

Accountability Rating: B



Public Presentation Date: October 29, 2024

Mission Statement

Preparing Today's Students for Tomorrow's World

Vision

Hillsboro ISD - the Choice for Student Success

Belief Statements

Each student is valued.

All teachers lead and every leader teaches.

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

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

Everyone in our community impacts the success of our school.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	14
School Context and Organization	16
Technology	18
Priority Problem Statements	19
Comprehensive Needs Assessment Data Documentation	20
Goals	22
Goal 1: Through collaborative efforts ensure a focus on the quality of work provided all learners.	22

Goal 2: Increase understanding of and commitment to the HISD Beliefs by developing a sense of ownership among key audiences.	33
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.	37
HHS Campus Improvement Committee	39

Comprehensive Needs Assessment

Demographics

Demographics Summary

1. African American 8.54%, Hispanic 65.83%, White 20.94%
2. Two or more/Other races 4.97%
3. Total student enrollment this year is 615
4. Dropout Rate - 0%
5. Gifted and Talented - 3.85%
6. ELL - 20.94%
7. At Risk - 52.6%
8. Economically Disadvantaged - 72.36%
9. Special Education - 18.76%
10. 504 - 6%
11. Student Attendance - between 94% and 96% consistently, home contact to address tardiness / absences.
12. ELL - support given through class with Ms. Morrow, classroom teachers given support through library reference materials, District ELL Coordinator, support staff, and TELPAS data
13. Total Staff: 71 (does not include DAEP or Eagle Academy) Male staff: 32%, female staff 68%, Hispanic staff 14%, White staff 70%, AA staff 11%, Two or more and other nationalities 5%.
14. Average Class Size - English 18, Foreign Language 18, Math 18, Science 18, Social Studies 22.

Demographics Strengths

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

Assisting students with any learning issues - content mastery support through the learning lab.

Teacher, administrator, and student priority to focus on positive relationships; engaging students both academically and through extracurricular activities.

Drop out rate (positive credit recovery lab @ HHS, HU/HUD, and Eagle Academy).

Added T-Chat (online mental health resource) for student check ins as a means to monitor mental health.

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

Algebra I

Spring 2019 - Approaches - 65%, Meets - 29%, Masters - 13%
Spring 2021 - Approaches - 83%, Meets - 56%, Masters - 34%
Spring 2022 - Approaches - 94%, Meets - 66%, Masters - 41%
Spring 2023 - Approaches - 92%, Meets - 57%, Masters - 27%
Spring 2024 - Approaches - 86%, Meets - 42%, Masters - 12%

Biology

Spring 2019 - Approaches - 89%, Meets - 53%, Masters - 16%
Spring 2021 - Approaches - 88%, Meets - 58%, Masters - 19%
Spring 2022 - Approaches - 92%, Meets - 61%, Masters - 24%
Spring 2023 - Approaches - 95%, Meets - 66%, Masters - 21%
Spring 2024 - Approaches - 97%, Meets - 59%, Masters - 11%

US History

Spring 2019 - Approaches - 89%, Meets - 63%, Masters - 25%
Spring 2021 - Approaches - 93%, Meets - 81%, Masters 54%
Spring 2022 - Approaches - 96%, Meets - 75%, Masters - 41%
Spring 2023 - Approaches - 97%, Meets - 76%, Masters - 38%
Spring 2024 - Approaches 98%, Meets - 72%, Masters - 31%

Eng I

Spring 2019 - Approaches - 60%, Meets - 46%, Masters - 8%
Spring 2021 - Approaches - 66%, Meets - 49%, Masters - 14%
Spring 2022 - Approaches - 72%, Meets - 59%, Masters - 11%
Spring 2023 - Approaches - 80%, Meets - 60%, Masters - 8%
Spring 2024 - Approaches - 78%, Meets - 65%, Masters - 11%

Eng II

Spring 2019 - Approaches - 62%, Meets - 39%, Masters - 3%
Spring 2021 - Approaches - 71%, Meets - 49%, Masters - 8%
Spring 2022 - Approaches - 79%, Meets - 63%, Masters - 10%
Spring 2023 - Approaches - 82%, Meets - 64%, Masters - 5%
Spring 2024 - Approaches - 84%, Meets - 64%, Masters - 5%

Student Achievement Strengths

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

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

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

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

Two grade levels per counselor.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our HHS teachers need continued support and structure to plan effectively within their departments or with their co-teacher to ensure lessons are aligned to the standards and at the level of rigor needed for students to be successful and make growth. **Root Cause:** Our HS teachers are using the same lesson planning template, and they reflect on their planning on a regular basis. Inexperienced teachers have not had experience in writing good, quality lesson plans.

School Culture and Climate

School Culture and Climate Summary

HHS provides a safe and productive learning environment for students and staff. HHS continues to seek ways to improve the overall safety of the campus and our students. HHS has purchased vape and noise sensors for all restrooms to help reduce student use of e-cigs on campus, and to stop slap-boxing incidents. Majority of the students said they felt respected by the staff and each other. A small number of respondents reported that they have seen an improvement in behavior in the last recent years. The implementation of E-Hall Pass system has helped keep traffic in the halls to a minimum and being able to track student passes helps with the safety of campus. Expanded the drug test to more extracurricular programs. Drug dog visits our campus about once a month. Teacher incentives helped increase staff recruitment and retention. Campus culture is focused on the positive and taking time to celebrate our students and staff.

School Culture and Climate Strengths

School wide safety plan is reviewed at the beginning of the school year. Campus plans to practice drills frequently. Implementation of digital Raptor system to increase communication during drills and actual events. This will give our teachers a less stressful environment and give them some peace of mind. EOP is visible to all teachers in a shared drive. Positive campus culture... implementing the "United Front" mentality so that all staff know and understand that we all have "buy-in" with regards to campus expectations while also creating a "we are a family" feel.

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Retention rates vary from year to year.

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

HHS has 16 new staff members this school year.

HHS also started the year with teachers in all subjects. Some were not certified in their areas, but are working toward certification this year.

We also provide:

- New Teacher orientation
- Mentor Program
- Department chairs
- Instructional support through Region 12.
- Time to work in rooms at beginning of year
- Newly implemented 4 day work week providing teachers a work day several times a month to help combat fatigue and burnout. Teachers us this time for meetings, PLC's, staff development, planning, and to finish paperwork.

Staff Quality, Recruitment, and Retention Strengths

HISD provides staff development through district summer academies. We have a mentoring program with new teacher meetings during school year. We conduct teacher and staff in-service throughout the school year. Walk throughs and observations are conducted by administration.

New Teacher orientation

Mentor Program

Positive Department Chairs

Four Day Work Week

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

We have added an Instructional Coordinator to our campus that is in charge of overseeing lesson plans for the core subject areas in order to improve the lesson plans and the effectiveness of teacher lessons.

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

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

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

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

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

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

Teachers document TEKS and ELPS in lesson plans

We have an ESL chart with strategies to use.

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

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

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

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

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

Use assessment guide with criteria from admin.

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

Engenuity computer learning platform.

Tutorials / HU.

DMAC system

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

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

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

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

All decisions are based on campus and district plans

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

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

Teachers meet with their department as needed and for common planning

Some teachers plan goals for themselves.

Some students track their own data.

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

Curriculum, Instruction, and Assessment Strengths

With the T-TESS requirements teachers are encouraged more than ever to incorporate other disciplines. Teachers are learning to teach reading strategies in their class even if they are not reading teachers. Teachers also have students write to increase writing skills. Administrators will conduct routine classroom observations for all core content teachers and ancillary teachers. Teachers conduct Campus Based Assessments (CBA's) and hold Data Meetings after each CBA to review and discuss student success and areas of growth needed for each student. Teachers complete a standard lesson plan across the board for all teachers on campus.

Teachers use formative assessments on a daily basis. State tested teachers use CBA's and benchmarks. Teachers use the data to address weak areas and formulate a reteach and remediation plan for each student. Teachers are expected to align their instruction with TEKS, ELPS, and CCRS. Teachers are expected to teach lessons at high levels to encourage the 4c's. Increased dual credit offerings. Increased one to one technology (BRIDGE Program Freshman - Seniors).

The high school helps retain quality staff through recognition-staff member of the month, teacher of the year, verbal recognitions, etc; ongoing support through the induction program, department teams, providing various avenues of professional development; opportunity for advancement. Some believe that investing wisely in resources, training on those resources, and then making sure those resources are being utilized. PD is available through campus resources, Region 12 and a variety of other venues. A variety of formats are used – flipped learning, webinars, online book studies, and face-to face. The BRIDGE program offers a variety of PD for technology and resources. Teachers can request PD opportunities and attend if approved. Teachers have 12 hours of PD every summer that cover topics such as CPR, technology, book studies, and student demographics. Follow up support: Campus admin holds monthly staff meetings to provide follow up support;

communication, affirmation, and staff feedback as well as routine ILCs, monthly Department Chair meetings and administrators with open door policies.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Consistency across the campus in all departments incorporating research based best practices to an acceptable depth and complexity in regards to rigor and relevance. **Root Cause:** Availability and qualifications of teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

- Each year we have a course selection day/night with our incoming Freshman and their parents. Administrators and counselors visit individually with each student and parent to review and discuss the educational pathways, opportunities, and graduation plans for students at HHS.
- HHS Booster Clubs (especially Athletic, Band and AG Boosters)
- HHS Social Media. We have added a Facebook page for the High School to better inform parents and the community of student success
- HHS / HISD website
- Parent Square
- HHS Eagle Newsletter
- Campus and District Calendars

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized):

At the HS campus level, lack of parent participation in regards to accessing Skyward (on-line grade book). Need for parent involvement in extra-curricular activities, school organizations, school functions, and Booster Clubs. **Root Cause:** Parents view their HS students as a young adult and allow them to address their educational needs individually.

Parents have difficulty attending various school functions and activities due to work.

School Context and Organization

School Context and Organization Summary

Goals of the campus are "United Front: Standing Strong, Achieving Together." Attendance at a rate of 97% is a goal as well as a student centered learning environment. Student achievement on STAAR and in the classroom is a focus. Graduation rates at or above 98% is a goal as well.

These goals are discussed at DEIC meetings and Board meetings.

The campus is entirely focused on student achievement. Hillsboro University is set up after school every Tuesday and Wednesday to help students with missing assignments and provides student tutors as well as teachers to help students who need help in a particular area. The CTE program continues to grow. The goal is to help students with vocational tasks. We want to have students prepared for the workforce when they graduate. Many students can receive certifications in welding, construction, technology, and culinary arts.

* GOALS (Campus and District):

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

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

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

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

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

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

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

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

School Context and Organization Strengths

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

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

Yes, HHS is focused on improving student academic achievement with a strong sense of urgency and commitment. Personal lesson plans, daily objectives, curriculum, and scope & sequence helps teachers to ensure this focus is on improvement.

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

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

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

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

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

Problem Statements Identifying School Context and Organization Needs

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

Technology

Technology Summary

- Campus is 1:1; chromebook devices for all students
- District MDM manages technology appropriateness/safety
- Availability for our students - personal chromebook devices, TI NSpire Calculators, Computer Labs, Interactive TV
- BRIDGE Training provided by the district is available
- Increased CTE courses for students related to technology
- Purchasing more smart TV's for classrooms
- Quality and meaningful PD for teachers who are not tech savvy

Technology Strengths

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

Professional Development as it relates to technology training

Increased CTE courses for students related to technology

Gear Up helps with funding for technology and supplies

Problem Statements Identifying Technology Needs

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

Priority Problem Statements

Problem Statement 1: Our HHS teachers need continued support and structure to plan effectively within their departments or with their co-teacher to ensure lessons are aligned to the standards and at the level of rigor needed for students to be successful and make growth.

Root Cause 1: Our HS teachers are using the same lesson planning template, and they reflect on their planning on a regular basis. Inexperienced teachers have not had experience in writing good, quality lesson plans.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Lack of consistency among all staff members and teachers to model the campus beliefs including but not limited to: culture and climate, using best teaching practices, and building meaningful / educational partnerships with students and parents.

Root Cause 2: We would like to have more teachers from Hillsboro, from this area, or have ties to this area. Not all teachers on our campus do not reflect our students in relation to socio-economic and ethnicity.

Problem Statement 2 Areas: School Context and Organization

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

Root Cause 3: Availability and qualifications of teachers.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: At the HS campus level, lack of parent participation in regards to accessing Skyward (on-line grade book). Need for parent involvement in extra-curricular activities, school organizations, school functions, and Booster Clubs.

Root Cause 4: Parents view their HS students as a young adult and allow them to address their educational needs individually. Parents have difficulty attending various school functions and activities due to work.

Problem Statement 4 Areas: Parent and Community Engagement

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

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

Problem Statement 5 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

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

Performance Objective 1: HHS will provide engaging experiences for our students and staff which provide quality learning that will result from the work of dedicated individuals working collaboratively throughout our school in order to design meaningful experiences and strengthen our Tier 1 instruction across all grade levels and contents.

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase implementation of vertically and horizontally aligned TEKS based curriculum through increased use of the HISD Curriculum Resources in all core contents.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments</p> <p>Staff Responsible for Monitoring: Leadership Team - Admin Team, Dept Leaders, Teachers</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide professional development that reflects analyzed areas of need from student achievement data and that is research-based, systematic and sustained to improve student performance.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments</p> <p>Staff Responsible for Monitoring: Leadership Team - Admin Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor implementation of all improvement initiatives like planning using backwards design and increasing writing across all contents in order to sustain continued academic improvements.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments</p> <p>Staff Responsible for Monitoring: Leadership Team - Admin Team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide teachers with performance data analysis from state assessments, benchmarks, and CBA's through the use of of DMAC. Students will be a part of data analysis in EOC subjects through identifying errors and tracking their own progress.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Admin Team</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize a system for data analysis (DMAC) of state mandated tests and benchmarks with an increased focus on post-secondary readiness for our students.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team -Admin Team</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide professional development on integrating technology into instructional management and teaching / learning.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability Staff Responsible for Monitoring: Leadership Team - Admin Team</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Utilize technology to monitor teacher and student performance.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide services and programs for special education students. Participate in planning meetings to improve coordination of services and scheduling to enhance learning for students.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Special Education Teachers, General Ed Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide appropriate programs and support for bilingual / ESL learners (Newcomer classes, Independent English). Especially in the area of Reading / English... provide additional support through tutorials and research-based instruction.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June





Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide all children with the opportunity to meet proficient by offering various tutorials to include but not limited to: teacher tutorials and Hillsboro University (after school tutorials).</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Improve attendance Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team, Dept Leaders, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide all children with the opportunity to meet proficient by offering various credit recovery opportunities to include CAI classes at Hillsboro High School and CAI classes at HISD's Eagle Academy.</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Improve attendance Increase # of credits re-gained and earned Increased student engagement</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Eagle Academy Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June

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

Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Provide appropriate intervention and support for those students who have not met proficiency in ELA. Provide additional support through tutorials and research-based instruction.</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team, Core Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 15 Details	Formative Reviews		
<p>Strategy 15: Provide appropriate programs and support for Special Ed students who have not met proficiency in ELA. Provide additional support through tutorials and research-based instruction from both Special Ed teachers and Regular Ed teachers. Increase Co-Teaching opportunities with both Special Ed teachers and Regular Ed teachers.</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team, Sped Teachers and Core Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June

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

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

Strategy 21 Details	Formative Reviews		
<p>Strategy 21: Plan and set dates for continued TEKS unpacking throughout the school year; teachers work with district staff to unpack TEKS. Strategy's Expected Result/Impact: Deeper understanding of State standards and aligned classroom instruction. Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 22 Details	Formative Reviews		
<p>Strategy 22: YAG revision and adjustments are made as necessary to support student instruction. Strategy's Expected Result/Impact: Student growth and success throughout the year. Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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, ClassLink data, curriculum resources data, student work, meeting / training agendas, sign-in sheets, campus website, campus social media, training notes, HR data reports, induction program feedback / surveys, graduation data, CCMR data, parent meeting sign-in sheets, presentations, course catalog, transcripts, Safe Schools documentation, Tip line documentation, counselor logs, Board Policy, and accountability reports.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to partner with The Reporter Newspaper and KHBR to provide school information through newspaper articles / pictures and through radio programs and announcements.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Counselors, Athletic Director, Coaching Staff</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide parent meetings and coffee chats to inform parents of current issues of interest for HHS.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Counselors</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide, as often as possible, communication in the native language of those parents who do not speak English.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Counselors</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide presentations to local clubs and organizations about the activities of the campus.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Sponsors, Counselors</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Recruiting and hiring new teachers will focus our efforts on seeking the best and brightest teachers and staff.</p> <p>Strategy's Expected Result/Impact: Improve interview questions that indicate applicant's beliefs and goals are aligned with those of HISD.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Review cohort data to address students in danger of not graduating with cohort or dropping out of school. Students lacking credit will be enrolled in credit recovery (CAI) courses.</p> <p>Strategy's Expected Result/Impact: Assist students in staying on course to graduate and not falling behind with regards to the required coursework needed to graduate.</p> <p>Staff Responsible for Monitoring: Leadership Team, Schroeder, Almuete</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Comply with all State mandated training programs to ensure the safety and security of all students in their education program. Training programs include, but are not limited to, Bullying Education, Reporting of Sexual Abuse and Maltreatment of Children, Suicide Prevention Training, Sexual Harassment in the Workplace, and Reporting of Neglect or Physical Abuse. Our teachers will utilize the SafeSchools platform for training.</p> <p>Strategy's Expected Result/Impact: Promote and encourage healthy relationships.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Elective teachers will build capacity in their classrooms to support academic content of Core / EOC courses and providing connections across all content disciplines.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and connections across disciplines.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June





Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Encouraging students to attend school everyday, contacting parents daily for those students who are tardy or absent, following truancy procedures and then filing truancy papers when necessary.</p> <p>Strategy's Expected Result/Impact: Improve student attendance rates.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: Maintain strong reciprocal school-community relationships that 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, campus website, observation, review of apps and social media, meeting minutes, and newspaper articles.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide a campus website to enhance communication efforts.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HHS Student Organizations (Athletes, FFA, FFCLA, SKILLS USA, Student Council, NHS, Dual Credit students) will participate in community service projects and earn community service hours.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team, Coaches, Sponsors, and Teachers.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: HHS Student Organizations (Athletes, FFA, FFCLA, SKILLS USA, Student Council, NHS, Dual Credit students etc...) will participate in District activities and events at the lower level campuses.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team, Coaches, Sponsors, and Teachers.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide presentations to local clubs and organizations about the activities of the campus.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Sponsors, Counselors</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue to partner with The Reporter Newspaper and KHBR to provide school information through newspaper articles / pictures and through radio programs and announcements.</p> <p>Strategy's Expected Result/Impact: Increase communication with various stakeholder to improve school-community relations</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Sponsors, Counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

HHS Campus Improvement Committee

Committee Role	Name	Position
Business Representative	Jesse Hayes	Non-School
Parent	Jena Bodeker	Non-School
Parent	Carrie Rogers	Non-School
Community Member	Kimmy Stanley	Non-School
Community Member	Marilyn Hill	Non-School
Non -Instructional	Meagan Hafer	Librarian
Teacher	Jeff Hawkins	Teacher
Teacher	Art Rangel	Teacher
Teacher	Kyle Bodeker	Teacher
Administrator	Jo Hayes	Principal