

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

Accountability Rating: A



Board Approval Date: November 11, 2024
Public Presentation Date: November 11, 2024

Mission Statement

HISD Mission Statement - Preparing Today’s Students for Tomorrow’s World

HIS Mission Statement - H.I.S. will establish relationships every day so that each student will reach their highest potential academically, socially, and cognitively.

HIS Vision Statement - Developing lifelong learners who are compassionate and productive members of our society.

Vision

Hillsboro ISD - the Choice for Student Success

HIS Vision Statement - Developing lifelong learners who are compassionate and productive members of our society.

H.I.S. Beliefs

We believe:

- supportive relationships strengthen positive educational and life experiences.
- high expectations compel students to strive for excellence.
- an accepting and encouraging school environment inspires intellectual risk taking.
- authentic and engaging experiences foster opportunities for high levels of learning and growth.
- clear and open communication creates a pathway for school and community collaboration.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Campus Data from prior years from various resources
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- STAR Renaissance Assessments (Reading and Math), iReady Diagnostic Assessment, or other alternate content specific assessment results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged 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
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Demographics

Demographics Summary

Hillsboro Intermediate School is a Title I, rural campus. For the 2024-2025 school year, H.I.S. houses and serves fourth through sixth grade with an enrollment total of 440. The community of Hillsboro is very diverse and the make-up of the community is evident in the campus culture. In terms of ethnicity, student subgroups are as follows:

Black/African American - 11.0%

Hispanic/Latino- 59.0%

White- 27.0%

Asian - 0.7%

Multi race - 2.5%.

19% of HIS's student enrollment are Special Education students. 2% of HIS's student enrollment are 504. 58% of HIS's student enrollment are Economically Disadvantaged. 5% of HIS's student enrollment are GATE. 21% of HIS's student enrollment are ELL. 56% of HIS's student enrollment are At-Risk.

Demographics Strengths

- Administration and staff have a focused mindset of understanding of each grade level TEK(S) through backward design with curriculum based assessments.
- Administration and staff strive to reach a level mastery with each state standard and apply that each students' report card.
- Administration and teachers will continue to monitor and provide research based interventions through progress monitoring, small group instruction, flexible scheduling, and student support teams.
- Administration and teachers will continue to provide a safe learning environment for all students.
- Administration and teachers will continue to have high expectations for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hillsboro Intermediate School continues to face challenges with meeting the academic, social, and emotional needs of minority students and economically disadvantaged students. **Root Cause:** Teachers in our district do not reflect the same demographics as students. Culturally responsive teaching is an area of concern.

Problem Statement 2 (Prioritized): In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower than the non-EB peers on state exams. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

Student Achievement

Student Achievement Summary

Hillsboro Intermediate School is a campus that builds supportive relationships, have high expectations for students to strive for excellence, encourage all stakeholders in the school environment to take intellectual risk, build authentic and engaging experiences that foster high levels of learning and growth, and have clear and open communication that creates a pathway for school and community collaboration. Hillsboro Intermediate has a focus of reaching a level of mastery at each grade level standard for each student. Data is continually analyzed to view and monitor progress towards reaching goals. Data analyzed includes STAAR results, Curriculum Based Assessments, all types of formative assessments, iReady scores, and Renaissance Reading and Math. Teachers use CBA and benchmark assessment results to more effectively address areas of student weaknesses and strengths. The ongoing process of analyzing student achievement reinforces campus' commitment to provide a rigorous and relevant curriculum to all students. Although we are proud of our scores, we know there is much work to be done.

The Texas Education Agency (TEA) has delayed the release of campus and district rating information. However, based on Hillsboro Intermediate School data and calculations:

*Hillsboro Intermediate School is expected to receive an "A" rating with a score of 91.

	State Average			ESC 12 Average			HIS Average Score		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
4th Math	68%	47%	21%	64%	48%	17%	87%	53%	20%
4th ELAR	81%	59%	23%	80%	62%	18%	87%	55%	24%
5th Math	76%	57%	19%	73%	58%	15%	90%	60%	19%
5th ELAR	78%	49%	29%	77%	53%	24%	82%	50%	25%
6th Math	70%	56%	13%	68%	58%	10%	75%	62%	13%
6th ELAR	75%	50%	25%	74%	55%	19%	74%	58%	23%
5th Science	57%	46%	11%	53%	44%	9%	55%	29%	13%

BLUE - HIS scored higher than the STATE or Region. RED - HIS scored lower than the STATE or Region.

Student Achievement Strengths

- Provide an effective RTI program with collaboration among teachers and administrators through Student Support team meetings.
- Provide and ensure an effective Special Education program.
- Aligned beliefs in student, parent, teacher, administrator expectations.
- Continue to assess student's learning in innovative ways.
- Utilization of our campus instructional coach.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The gap between ECD and non ECD students continues to increase. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

Problem Statement 2 (Prioritized): Students in Sped are performing below their non- sped peers. **Root Cause:** Lack of consistent implementation of specifically designed instructional strategies that are provided. Edit Associated Areas

Problem Statement 3 (Prioritized): In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower the non-EB peers on state exams. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

School Culture and Climate

School Culture and Climate Summary

Hillsboro Intermediate School embeds research-based design qualities and digital learning opportunities within the lesson framework to meet the needs of all learners. HIS embraces the development on the whole child. State standards will continue to be the base by which teachers design meaningful learning opportunities for students. HIS will continue to develop each students academically, emotionally, and socially to become a lifelong learner and contribute as a productive citizen to the community.

School Culture and Climate Strengths

- A collaborative approach utilized in the decision making process allows for transparency among stakeholders.
- A culture of high expectations that reflects a sense of community and family that always puts our students first.
- Recognize students that excel academically and maintain a high attendance rate.
- Celebrate employee recognition for all staff and faculty members.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Research based practices and best teaching practices not occurring in all classrooms. **Root Cause:** High teacher turnover rate.

Problem Statement 2 (Prioritized): Under utilization of resources, programs and technology. **Root Cause:** All teachers do not have a deep understanding of the academic needs and how to scaffold learning students when utilizing all the resources provided.

Problem Statement 3 (Prioritized): In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower the non-EB peers on state exams. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Administrators seek out only the best and brightest to work with and nurture Hillsboro Intermediate School students. HIS takes great efforts to attract, develop, and retain a high-quality instructional and administrative staff. Developing and increasing the capacity of professional staff at all levels of the learning organization is a priority in HIS. All staff members have an awareness of the beliefs that define our vision as a campus. These beliefs are the driving force behind all decisions, including employment. Further professional development and support are determined through administrative walk throughs and needs from conferences held with new teachers and their assigned administrator. Strengths and areas of need are always shared with teacher as the year progresses through formative processes. PLCs are also designed for sharing and learning to be done as a grade level team and with next grade level for vertical alignment purposes.

Staff Quality, Recruitment, and Retention Strengths

- Quality new teacher induction program.
- Quality administrators on the HIS campus.
- Opportunities for collaborations and teamwork.
- Develop aspiring teacher leaders through encouragement and opportunities to further their education.
- Professional development is provided throughout the year based on best practices and identified teacher need.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Hillsboro Intermediate School continues to face challenges with meeting the academic, social, and emotional needs of minority students and economically disadvantaged students. **Root Cause:** Teachers in our district do not reflect the same demographics as students. Culturally responsive teaching is an area of concern.

Problem Statement 2 (Prioritized): Teacher turnover rate. **Root Cause:** Location between larger urban areas is very competitive in multiple areas, lifestyle, pay, amenities. Edit Associated Areas

Problem Statement 3 (Prioritized): In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower the non-EB peers on state exams. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Based on research and best practice, the campus continues to focus on the design of meaningful and authentic work aligned with the state standards. Rigorous coursework, and innovative strategies are an emphasis for our campus. Intentional efforts have been made to increase the innovative use of technology in the classrooms across the campus. Data driven decisions are made for improvement through the adopted curriculum, effective instructional methodologies, walkthrough data, and assessment data. Continual monitoring and analysis of data will help to ensure curricular needs are being met. The teachers follow a scope and sequence for the TEKS at each grade level. The documents also provide the teachers with resources that demonstrate the cognitive rigor needed to master the TEKS. The students are assessed through campus curriculum based assessments. The data from these assessments are disaggregated and used in PLC's and vertical alignment planning in order to drive instruction. Students are offered support through scaffolding, modeling and engaging lessons which use active learning to reach every student. The teachers at Hillsboro Intermediate School set high expectations and give opportunities to reach higher levels of achievement through rigorous questioning. The teachers are encouraged to integrate lessons across the curriculum. The standards are decomposed then taught and the students are given time to grasp the concepts. They then are given the opportunity to apply these skills to real world applications. Students are assessed through a variety of ways that include: classroom observations, higher order questioning, class discussions, graphic organizers, visual representations, think talk turns, and group work. Common assessments, benchmarks, Renaissance, TELPAS, and other diagnostic tools are utilized on a regular basis. Teacher's use PLC's to plan lessons that respond to weaknesses shown in the data. Teachers are also given time to vertically align with other grade levels in efforts to fill the gaps in learning that occur each year. Teacher Leaders model best practices in the areas of curriculum, knowledge of the TEKS and instructional strategies, based on the needs of the campus as revealed through the disaggregation of ongoing assessments and data.

Curriculum, Instruction, and Assessment Strengths

- Work with principals and lead teachers to design meaningful professional development based on district and campus curriculum needs and district focus areas.
- Focus on writing and the writing process with K-8 teachers.
- In Math, the standards are decomposed then taught and students are given time to grasp the concepts, then apply the standards to real world mathematics.
- Students are offered support through scaffolding, modeling and engaging lessons.
- Teachers set high expectations and give opportunities to reach higher levels of achievement through rigorous questioning.
- Students are assessed through a variety of ways to include: observations, questioning, discussion, graphic organizers, visual representation, think turn talks, group work.
- Common Assessments, Benchmarks and other diagnostic tools are also utilized on a regular basis.
- PLC's are a valuable collaboration opportunity to disaggregate data, decompose and clarify standards, and for teachers to share teaching techniques.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Under utilization of resources, programs and technology. **Root Cause:** All teachers do not have a deep understanding of the academic needs and how to scaffold learning students when utilizing all the resources provided.

Problem Statement 2 (Prioritized): Students are not receiving daily instruction aligned to the depth of the state standards in TIER 1 instructional settings. **Root Cause:** Teachers do not have a deep understanding of the level of each verb in each TEK and do not have a consistent understanding of the depth of rigor the students need to show in application and independence with these standards.

Problem Statement 3 (Prioritized): Teachers not understanding how to utilize data to drive their classroom instruction. **Root Cause:** Misunderstanding or misinterpreting what assessment data is communicating.

Problem Statement 4 (Prioritized): In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower the non-EB peers on state exams. **Root Cause:**

Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

Parent and Community Engagement

Parent and Community Engagement Summary

Hillsboro Intermediate School is committed to the sustainability and support of family and community at both levels. HIS strives to achieve family and community partnerships that positively impact the success of all students. Communication is key to the effectiveness of all family and community involvement. The belief in clear and open communication creates a pathway for school and community collaborating successfully. Hillsboro Intermediate School is dedicated to promoting a family friendly school environment. Our practices recognize a variety of parenting practices and traditions within the school community. We have Meet the Teacher prior to the start of the school year. The parents and students have this opportunity to meet their teacher, familiarize themselves with the classroom, and become aware of the teacher's expectations. Parents and teachers participate in parent/teacher conferences at the beginning of the school year to review data and goals for student achievement. This is the beginning of a great opportunity for parents to partner with us in educating their children. H.I.S. has an active PTO in our school and community supporting events for students and parents.

Parent and Community Engagement Strengths

- Parent Involvement Policy.
- Parent/Student/Teacher Compact.
- Relationship with PTA.
- School Improvement Committees.
- Social Media- Twitter, Facebook, District App.
- School Messenger.
- Virtual conferences/ARDs/504
- Relationship with local newspaper.
- Campus website.
- School Surveys
- Skyward Parent Access Portal.
- Provide translators at parent meetings and ARD's.
- Provide notes home in English and Spanish.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lack of parent involvement in certain extracurricular activities, school organizations, or school functions. **Root Cause:** Time of day events or functions take place is not conducive to parents/guardians schedule and some feel intimidated to come to school to attend due to their educational experience.

Problem Statement 2 (Prioritized): In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower the non-EB peers on state exams. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

School Context and Organization

School Context and Organization Summary

The Intermediate campus houses the Principal, Assistant Principal, Instructional Coach, and a Counselor. HIS holds leadership team meetings each week and faculty meetings each month or more often if needed. Leadership teams on the campuses plan and work with lead teachers to design PLC time for teachers to collaborate, on a regular basis, outside their normal planning time. Hillsboro Intermediate School is devoted to student achievement. Students, teachers, staff, administration and community come together to make the best learning environment for all students. The student to teacher ratio is 22 to 1. The paraprofessionals work effectively with students and teachers. Teachers come together and have effective PLC's, which consist of examining data and vertically align content within grade levels. Common planning takes place within grade levels to collaborate material for instruction, share ideas and go over any strengths and weaknesses students may have. Hillsboro Intermediate has a number of committees such as, Campus Improvement Committee and communications that allow teachers to voice their opinions and suggestions to better meet the needs of the students. H.I.S. offers programs for students such as intervention; allows students to understand instruction in a small group setting, and Student Council Members are given a leadership role. H.I.S. supports our SEL movement, Choose Love, there are students that our selected as Choose Love Ambassadors, these serve as leaders that have exhibited what this movement means and assist students all over campus when needed. H.I.S. strives to have adequate time devoted to each content in which to goal is to have each individual student make progress, show growth, and reach a level of mastery on each grade level standard.

School Context and Organization Strengths

- Strong administrative leadership at the campus level.
- Positive learning environment on all campuses.
- Culture of a learning organization present throughout the district.
- Compliance with regulations.
- Teachers have a voice in decision making process and in identifying solutions via faculty meetings, design team meetings, DEIC, CIT, PLC.
- Students have a voice in decision making process and identifying solutions through Choose Love every day, Student Council, surveys, and respectful input allowed to be shared openly.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Continually keeping our school safe from any danger or harmful situation. **Root Cause:** Continuous efforts to keep our school safe in any circumstance.

Problem Statement 2 (Prioritized): In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower the non-EB peers on state exams. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

Technology

Technology Summary

Hillsboro Intermediate School is equipped with wireless internet access where all stakeholders have access to such technology. Our campus maintains the current use of technology in the classrooms and across the campus. These items include Chromebooks, printers, document cameras, projectors, and Viewsonics. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS. We are a 1:1 campus, for 4th and 5th grade devices remain in each classroom and students have the capability to access them anytime they are needed. For 6th grade, students are able to check Chromebooks out and utilize whenever needed, at school and at home. HIS follows all Children Internet Protection Act and meets all requirements for teaching digital citizenship to our students.

Technology Strengths

- Teachers are willing to branch out and learn different options for instruction through the use of technology.
- Many of our students are very "tech savvy".
- Students are fully engaged in digital learning spaces.
- Less paper is used as a result of higher technology use.
- Instructional Technologist on campus that is very helpful and knowledgeable.
- District Instructional Coordinator available to visit campus for any technology assistance needed by any teacher or provide professional development with a focus on technology.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): While teachers are making strides in using technology embedded lessons in learning environments, these lessons should use data to keep in mind how successful were our students using this method. **Root Cause:** Teachers lack necessary knowledge and/or buy-in to the importance of 21st century learning styles.

Problem Statement 2 (Prioritized): In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower than the non-EB peers on state exams. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

Priority Problem Statements

Problem Statement 1: Hillsboro Intermediate School continues to face challenges with meeting the academic, social, and emotional needs of minority students and economically disadvantaged students.

Root Cause 1: Teachers in our district do not reflect the same demographics as students. Culturally responsive teaching is an area of concern.

Problem Statement 1 Areas: Demographics - Staff Quality, Recruitment, and Retention

Problem Statement 2: The gap between ECD and non ECD students continues to increase.

Root Cause 2: Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students in Sped are performing below their non- sped peers.

Root Cause 3: Lack of consistent implementation of specifically designed instructional strategies that are provided. Edit Associated Areas

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower the non-EB peers on state exams.

Root Cause 4: Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

Problem Statement 4 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization - Technology

Problem Statement 5: Research based practices and best teaching practices not occurring in all classrooms.

Root Cause 5: High teacher turnover rate.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Under utilization of resources, programs and technology.

Root Cause 6: All teachers do not have a deep understanding of the academic needs and how to scaffold learning students when utilizing all the resources provided.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Teacher turnover rate.

Root Cause 7: Location between larger urban areas is very competitive in multiple areas, lifestyle, pay, amenities. Edit Associated Areas

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Under utilization of resources, programs and technology.

Root Cause 8: All teachers do not have a deep understanding of the academic needs and how to scaffold learning students when utilizing all the resources provided.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

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

Root Cause 9: Teachers do not have a deep understanding of the level of each verb in each TEK and do not have a consistent understanding of the depth of rigor the students need to show in application and independence with these standards.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Teachers not understanding how to utilize data to drive their classroom instruction.

Root Cause 10: Misunderstanding or misinterpreting what assessment data is communicating.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: Lack of parent involvement in certain extracurricular activities, school organizations, or school functions.

Root Cause 11: Time of day events or functions take place is not conducive to parents/guardians schedule and some feel intimidated to come to school to attend due to their educational experience.

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: Continually keeping our school safe from any danger or harmful situation.

Root Cause 12: Continuous efforts to keep our school safe in any circumstance.

Problem Statement 12 Areas: School Context and Organization

Problem Statement 13: While teachers are making strides in using technology embedded lessons in learning environments, these lessons should use data to keep in mind how successful were our students using this method.

Root Cause 13: Teachers lack necessary knowledge and/or buy-in to the importance of 21st century learning styles.

Problem Statement 13 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Other additional data

Goals


Goal 1: Through collaborative efforts 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.



High Priority



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



Summative Evaluation: Some progress made toward meeting Objective



Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a campus professional development and/or on-going support for identifying students in need of Student Support Team (SST) and on creating and implementing interventions that increased the implementation of intervention programs for at-risk students that includes the district's universal screening and on going progress monitoring (RTI). Strategy's Expected Result/Impact: Records and sign-in from SST meetings and training sessions, iReady Data, SST meeting records and documentation, roster of identified at-risk students - Increased academic achievement and mastery of the TEKS Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coaches, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			



Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Tier 2 math and reading interventions for students identified through RTI process according to local screens and assessments. Strategy's Expected Result/Impact: Intervention schedules, iReady data - Increased academic achievement and mastery of the TEKS Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide time in the campus schedule for interventions and lesson extension for all grade levels focused on individual student needs. Strategy's Expected Result/Impact: Copy of Campus Schedule, Lesson plans, SST Meetings, Intervention Rosters, iReady reprot - Increased academic achievement and mastery of TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			



Strategy 4 Details	Formative Reviews		
Strategy 4: Support implementation of improved reading instruction for ELLs students. TELPAS Talks will take place to inform teachers of EB students progress towards individual academic goals. Strategy's Expected Result/Impact: Agendas from TELPAS talks and professional development, EB Intensive Pullout, Newcomer Program, ESL Co-Teaching, Summit K12 data - Increased academic achievement and mastery of the TEKS Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, EB Interventionist, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Sustain district wide, 4-6 TEKS aligned curriculum (written, taught, assessed) for core academic areas. Teachers will work with district staff to unpack ELAR, Math and Science standards. Strategy's Expected Result/Impact: Curriculum Implementation Plan, Lesson Plans, Walk-Throughs, Classroom Observations, T-TESS, Year at a Glance - Increased academic achievement and mastery of the TEKS and ELPS. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			



Strategy 6 Details		Formative Reviews		
Strategy 6: Provide time for Professional Learning Communities to disaggregate data and create action plans based on Curriculum Based Assessments and benchmarks results. The data will be utilized to drive instruction. YAGS will be reviewed and adjusted accordingly. Strategy's Expected Result/Impact: DMAC reports, CBAs, PLC agenda - Increased academic achievement and mastery of the TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Funding Sources: - Federal, State, Local		Formative		
		Dec	Mar	June
				
Strategy 7 Details		Formative Reviews		
Strategy 7: Implement criteria to identify GATE students, provide pullout classes for identified GATE students, provide opportunities to expand learning, provide GATE training to classroom teachers. Strategy's Expected Result/Impact: Online GT update, Online GT courses, materials and resources, sign in sheets and training materials. Staff Responsible for Monitoring: Principal, GATE teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Federal, State, Local		Formative		
		Dec	Mar	June
				


Strategy 8 Details	Formative Reviews		
Strategy 8: Provide services and programs for special education students. Conduct campus level staffing meetings to improve coordination of services and scheduling to enhance learning for students. Strategy's Expected Result/Impact: Schedule of Staffing Meetings, Documentation in SuccessEd, Documentation of Services - Increased academic achievement and mastery of IEP goals and TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Employ and retain personnel who meet performance expectations through the committee interview process. Strategy's Expected Result/Impact: Frontline, Interview Questions, Vision, Mission and Beliefs - Impact measured by decrease of new teachers hired each school year. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			





Strategy 10 Details	Formative Reviews		
Strategy 10: Provide mentors and mentees with time, various resources, and ongoing support to collaborate, observe, and reflect upon improving teacher performance and professional well-being. Strategy's Expected Result/Impact: Training agendas, Mentor/Mentee Assignments, Schedule of observations, mentor and mentee feedback - Impact measured by decrease of new teachers hired each school year. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: The Leadership team will create staff development, implement the district mentor program, and develop a positive supportive school culture. Strategy's Expected Result/Impact: Questionnaires, Needs assessments, PLC agendas, Professional Development Agendas/Sign-Ins, Mentor/Mentee feedback, Exit Tickets - Impact measured improved instruction across the campus. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			

Strategy 12 Details		Formative Reviews		
Strategy 12: All core content teachers will analyze and study student data that reflects progress towards specific goals each six weeks. Reports include interventions for students who are not at the acceptable level of performance and how those students are being monitored. Strategy's Expected Result/Impact: Copies of Reports, Improvement on Benchmark Assessments, Data Meetings, PLC Agendas, Student Achievement Records, Intervention schedule - Increase student achievement and mastery of TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Federal, State, Local		Formative		
		Dec	Mar	June
				
Strategy 13 Details		Formative Reviews		
Strategy 13: HIS will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs of students. Strategy's Expected Result/Impact: Reports of iReady data, Student achievement data, Lesson plans, Intervention schedule, EB data, EB monitoring and intervention program, SST meetings, SST data - Increase student achievement and mastery of TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Federal, State, Local		Formative		
		Dec	Mar	June
				

Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Teacher effectiveness will be monitored through frequent classroom walk throughs and observations and take actions as determined by the observations in a timely manner. Walk throughs will ensure lesson plans are aligned to standards.</p> <p>Strategy's Expected Result/Impact: Walk through data, reports in DMAC, collaboration with Region 12 visits - Better meeting the needs of all students through collaboration. Lesson Plan Feedback.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
			
Strategy 15 Details	Formative Reviews		
<p>Strategy 15: HIS will participate in effective campus planning procedures to ensure that the continuous improvement process where systems and programs are constantly evaluated and revised for improvement.</p> <p>Strategy's Expected Result/Impact: Campus plans, meeting agendas - Increase in student achievement and feedback from all stakeholders.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - Federal, State, Local</p>	Formative		
	Dec	Mar	June
			

Strategy 16 Details	Formative Reviews		
Strategy 16: Weekly lesson plans are turned in the Wednesday prior to instruction and reviewed by admin and feedback given to teachers. Strategy's Expected Result/Impact: Lesson plans are aligned to standards and effective instruction is taking place in the classroom. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			
Strategy 17 Details	Formative Reviews		
Strategy 17: Attendance will be a focus to ensure students are present to receive daily instruction. Outreach through letters mailed home and phone calls made weekly to parents of students that are absent. Home visit will be made if needed and concern continues. Every 6 weeks students with perfect attendance will be recognized and there will be semester and end of year recognition. Strategy's Expected Result/Impact: Slam Dunk Attendance recognition, Donuts for breakfast provided, Drawing for prizes each 6 weeks and End of year, Attendance reports, Attendance letters, Communication Logs Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coaches, Teachers and Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			

Strategy 18 Details	Formative Reviews		
Strategy 18: HIS will partner with Region 12 and participate in the Texas Instructional Leadership (TIL) Framework. This will focus on campus needs, observation and feedback, data driven instruction collaboration and building instructional capacity. Strategy's Expected Result/Impact: Strengthen campus culture, instruction in classroom, and student academic growth Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Achievement 1, 2, 3 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 2, 4 - Parent and Community Engagement 2 - School Context and Organization 2 - Technology 2 Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower than the non-EB peers on state exams. Root Cause: Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.
Student Achievement
Problem Statement 1: The gap between ECD and non ECD students continues to increase. Root Cause: Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students. Problem Statement 2: Students in Sped are performing below their non-spiced peers. Root Cause: Lack of consistent implementation of specifically designed instructional strategies that are provided. Edit Associated Areas Problem Statement 3: In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower than the non-EB peers on state exams. Root Cause: Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.
School Culture and Climate
Problem Statement 3: In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower than the non-EB peers on state exams. Root Cause: Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

Staff Quality, Recruitment, and Retention

Problem Statement 3: In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower the non-EB peers on state exams. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

Curriculum, Instruction, and Assessment

Problem Statement 2: Students are not receiving daily instruction aligned to the depth of the state standards in TIER 1 instructional settings. **Root Cause:** Teachers do not have a deep understanding of the level of each verb in each TEK and do not have a consistent understanding of the depth of rigor the students need to show in application and independence with these standards.

Problem Statement 4: In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower the non-EB peers on state exams. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

Parent and Community Engagement

Problem Statement 2: In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower the non-EB peers on state exams. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

School Context and Organization

Problem Statement 2: In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower the non-EB peers on state exams. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

Technology



Problem Statement 2: In all tested grade levels EB (Emergent Bilingual) students are scoring significantly lower the non-EB peers on state exams. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.







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

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

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide parent meetings to inform parents of current issues of interest on campus. Structure parent meetings to allow for feedback and questions from parents. Strategy's Expected Result/Impact: Agendas and sign in sheets from meetings - Increase number of families and students served at each meeting throughout the year. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide, as often as possible, communication in the native language of those parents who do not speak English. Strategy's Expected Result/Impact: Copies of information in native language - Improve communication with all parents. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			



Strategy 3 Details	Formative Reviews		
Strategy 3: Continue updates of the district website to enhance communication efforts. Continue to communicate and maintain campus Facebook page, website with all upcoming events, activities, and celebrations of each student achievement. Utilize Parent Square to communicate with parents weekly about all campus events and upcoming reminders. Strategy's Expected Result/Impact: Parent Square app data, Facebook Page postings, Website available to public, Observation and review of information posted - Increase outreach to families, students, community members. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor, Office Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide on-going communication with parents through: parent conferences, e-mail, phone calls, progress reports, report cards, monthly calendar, weekly HIS Insight, campus marquis, Parent Square, Campus Facebook page and campus website. Strategy's Expected Result/Impact: Copies of progress reports, report cards, communication logs, phone logs, newsletters, school messengers, Parent Square, Facebook, Campus website - Improved communication to all parents. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor, Teachers TEA Priorities: Improve low-performing schools Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Strong reciprocal school-community relationships drive increased involvement and support of programs and activities.






High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to ensure a safe, orderly, and disciplined environment through review/revisions to the: Campus culture routines, school wide discipline plan, student code of conduct, student handbook, parent/teacher/student compact, and implementation of Restorative Practices. Strategy's Expected Result/Impact: Discipline referrals, teacher documentation - Impact measured by reduction of behavioral issues, ISS, and OSS. Review data in regards to growth or reduction of certain offenses. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide guidance lessons to all classrooms on a regular basis addressing self regulation, self esteem, and relationship building through our SEL program Choose Love. Strategy's Expected Result/Impact: Schedules, Lesson Plans, Journals - Continue to provide safe and effective schools for all students and staff. Staff Responsible for Monitoring: All Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to evaluate, revise, and routinely practice the Emergency Operations Plan. (EOP) Utilizing the Raptor App, complete regularly scheduled drills, exterior door checks, interior door checks, complete all safety training requirements, and stay current and up to date on any safety mandates and protocols. Strategy's Expected Result/Impact: Raptor reports, Monthly drill reports, Weekly safety check reports, crisis plan - Continue to provide safe and effective schools for all students and staff. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, SRO Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to support implementation of recommendations for controlled access to the building. Continue to lock all doors except the front door during the school day. Strategy's Expected Result/Impact: Observation, Frequent checks - Continue to provide safe and effective schools for all students and staff. Safety reports. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Teachers Title I: 2.4, 2.5, 2.6 Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to support use of visitor sign-in and badge systems at campus. (Raptor) Strategy's Expected Result/Impact: Reports from electronic sign-in systems on campus - Continue to provide safe and effective schools for all students and staff. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Office Staff Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Continue to evaluate ways to increase safety of campus, students, and staff. (Raptor) Strategy's Expected Result/Impact: Raptor reports and practice drills - Continue to provide safe and effective schools for all students and staff. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Teachers, SRO Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Analyze Fitness Gram data to plan instruction that is aligned to the state standards regarding physical activity. Meet all campus time requirements for physical education classes. Strategy's Expected Result/Impact: Lesson plans, Fitness Gram data, walk throughs and observations, master schedule - Continue to provide safe and effective schools for all students and staff. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Teachers will participate in safe schools trainings, and comply with all state-mandated training programs to ensure the safety and security of all students and staff. Training programs include but are not limited to school safety--Emergency Operations Plan, Bullying Education, Reporting of Sexual Abuse and Maltreatment of Children, Suicide Prevention Training, Dating Violence, Cyber Security, Homeless Awareness, Human Trafficking, Sexual Harassment in the Workplace, Reporting of Neglect or Physical Abuse, Blood-borne Pathogen Education. Strategy's Expected Result/Impact: Certificates and documentation from training and utilization of safe schools website - Continue to provide safe and effective schools for all students and staff. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - Federal, State, Local	Formative		
	Dec	Mar	June
			

Strategy 9 Details	Formative Reviews		
Strategy 9: HIS will continue to partner with outside entities including but not limited too: Local churches, Boys and Girls Club, Historic Downtown, Chamber of Commerce, Hillsboro Sports Association, City of Hillsboro Police/Fire, City Library, Ag Extension Office. Strategy's Expected Result/Impact: Increase exposure for all students to experiences other than academic or school related content. Staff Responsible for Monitoring: HIS Leadership Team, Teachers, Community Members Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Local	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Site Based Decision Making Committee

Committee Role	Name	Position
Business/Community	Eric Fleming	Business/Communtiy
Parent/PTO	Maria Gonzalez	Parent/PTO
Parent/PTO President	Carrie Rogers	Parent/PTO President
Parent	Ben Craig	Parent
Teacher	Melanie Bruckbauer	SPED/Intervention Team Leader
Teacher	Daisy Abreu	Specials Team Leader
Teacher	Stephanie Craig	4th Grade Team Leader
Teacher	Laura Popp	5th Grade Team Leader
Teacher	Christy Moix	6th Grade Team Leader
Administration	Amanda Rounsavall	Instructional Coach
Administration	Aleshia Fleming	Counselor
Administration	Emily Craig	Assistant Principal
Administration	Stephanie Tucker	Prinicpal