Hillsboro Independent School District

Hillsboro Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: A

Mission Statement

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

Vision

Hillsboro ISD - the Choice for Student Success

Belief Statements

We promise to provide:

Connection before Curriculum

Data Driven Instruction with High Quality Materials

Positive Community Outreach

Safe & Supportive Environment

Effective & Timely Communication

EAGLE PRIDE with Courage and Compassion

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Demographics

Demographics Summary

Hillsboro Elementary School is a rural, Title I campus that serves students in grades early education through third grade.

As of October 2024, our enrollment stands at 650 students. This being 10 early education students, 116 pre-kindergarteners, 111 kindergarteners, 117 first graders, 146 second graders, 150 third graders.

Our students by instructional groups are as follows: Bilingual - 15.69%; ESL - 12.62%; GATE - 2.46%; SpEd - 14.15%; 504 - <1%; students with current SST - 10.46%.

Our student groups are as follows: Black/African American - 9.69%; Hispanic/Latino - 65.08%; White - 18.31%; Two or More - 5.69%; Asian - <1%; American Indian - <1%; Native Hawaiian and other Pacific Islander - <1%.

Our **23-24** data: 71.34% Economic Disadvantage; 1.95% Dyslexic.

Demographics Strengths

Our Pre-K program is an open enrollment/all day program.

Our transitional early exit bilingual program.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Large class sizes.   **Root Cause:** Budgetary constraints and teacher shortages

Student Achievement

Student Achievement Summary

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

2024-25 STAAR Scores:

	State Average			ESC 12 Average			HES Average		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Math	69%	56%	15%	68%	55%	13%	87%	53%	20%
3rd RLA	75%	54%	21%	73%	56%	17%	92%	67%	27%

Student Achievement Strengths

The Texas Education Agency (TEA) has delayed the release of campus and district rating information. However, based on Hillsboro ISD's calculations Hillsboro Elementary is expected to receive an "A" rating with a score of 91.

Student Achievement Strengths

*Implementation of Summit K12 to support TELPAS proficiency.

*Utilization of instructional coaches.

*Increased focus on be instructional practices.

*Continued vertical alignment of the curriculum within the grade level TEKS including the backwards design process.

*Continually increasing the rigor of Tier I instruction.

Problem Statements Identifying Student Achievement Needs

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

areas.

Problem Statement 2: Low percentage of Meets and Masters for RLA and Math STAAR.   **Root Cause:** Student struggle to apply foundational skills from RLA and Math during assessments.

School Culture and Climate

School Culture and Climate Summary

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

23-24 Attendance	95.03%
22-23 Attendance	93.32%
21-22 Attendance	93.5%

School Culture and Climate Strengths

- Increase in student attendance by 1.71%.
- Clear expectations communicated across campus.
- A collaborative approach utilized in the decision making process allows for transparency among staff members.
- Continues implementation of Choose Love as our SEL curriculum.
- Implementation of MOVE Behavior Management.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): We have a higher rate of discipline referrals. **Root Cause:** Students have noticeable gaps with social-emotional development and staff struggle to consistently implement effective classroom management.

Problem Statement 2: Student attendance rate is below 95.5%. **Root Cause:** Lack of parental understanding of the negative effect on academics caused by student absences.

Problem Statement 3 (Prioritized): Hillsboro Elementary experiences low applicant pool in all areas. **Root Cause:** Due to pay and geographical location.

Problem Statement 4: Hillsboro Elementary has experienced a high teacher turnover rate. **Root Cause:** Teachers left due to financial need.

Problem Statement 5 (Prioritized): A stronger partnership is needed between parents and staff members. **Root Cause:** Lack of understanding of parent-school collaboration and parent accessibility.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

- Utilization of instructional coaches.
- Quality new teacher induction program.
- Staff development through ongoing professional development opportunities.
- Opportunities for collaboration and teamwork.
- Quality peer observations both across and within grade levels.
- Shift to a 4-day instructional week with planning time for teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

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

Problem Statement 3: Staff struggles to understand appropriate pacing and prioritization during instruction. **Root Cause:** Inexperience of staff members in their current position.

Problem Statement 4: Inconsistent implementation of professional learning communities to address campus needs. **Root Cause:** Lack of accountability and large staff turnover rate.

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

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

- Partnership with Region 12 TIL.
- The instructional coaches collaborate with teachers consistently.
- Teachers continue to use a variety of measures to assess students.
- Teachers use ability group and small group models in addition to whole group instruction.
- Utilization of i-Ready, MClass, ESGI, and CLI screening data to set goals and target instruction based on student needs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Coordination needed between curriculum resources and specificity of the TEKS. **Root Cause:** An abundance of resources without clear coaching on how to integrate to address the TEKS.

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

Problem Statement 3 (Prioritized): Understanding and implementation of research-based instructional strategies in lesson planning for staff members. **Root Cause:** Lack of training and experience among teachers with research-based strategies.

Problem Statement 4: Low percentage of Meets and Masters for RLA and Math STAAR. **Root Cause:** Student struggle to apply foundational skills from RLA and Math during assessments.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

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

Family and Community Involvement Needs

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

*Transparency among all stakeholders

*Improved communication between English and Spanish speakers

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lack of trust and cooperation from parents.   **Root Cause:** Inconsistent communication, expectations, and discipline.

Problem Statement 2 (Prioritized): Lack of opportunities for constructive parent feedback.   **Root Cause:** Feedback is not sought routinely.

Problem Statement 3 (Prioritized): A stronger partnership is needed between parents and staff members.   **Root Cause:** Lack of understanding of parent-school collaboration and parent accessibility.

School Context and Organization

School Context and Organization Summary

Staff for the 2024-25 school year:

Administration	1 Principal, 1 Associate Principal, 1 Assistant Principal, 2 Instructional Coaches
Office Staff	1 Receptionist, 1 Secretary, 1 Paraprofessional
Counselor	1 Counselor
Nurse	1 Nurse
Interventionists/Enrichment	2 Interventionists, 2 Paraprofessionals
Behavior	1 Paraprofessional
SpEd	1 Diagnostician, 1 Resource Teacher, 1 Life skills Teacher, 1 ESCE Teacher, 1 Dyslexia Teacher, 1 Occupational Therapist, 4 Speech Therapists, 5 Paraprofessionals
ELL	1 ELL Teacher, 2 Paraprofessionals
GATE	.25 Teacher
Specials	1 Librarian, 1 Music Teacher, 1 Art Teacher, 2 Coaches, 2 Paraprofessional
Pre-Kindergarten	6 Teachers (4 mono-lingual and 1 bilingual), 5 Paraprofessionals
Kindergarten	5 Teachers (3 Non-Certified), 1/2 Paraprofessionals
1st Grade	7 Teachers (1 Non-Certified), 1/2 Paraprofessionals
2nd Grade	7 Teachers (3 Non-Certified), 1/2 Paraprofessionals
3rd Grade	7 Teachers (1 Non-Certified), 1/2 Paraprofessional

24 of the above staff members are ESL certified.

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

School Context and Organization Strengths

- Servant leadership.
- Dedicated staff that serve ALL of our students.
- Bilingual staff including front office, teachers and paraprofessionals.
- Positive and safe learning environment.
- Culture of learning and growth.
- Compliance with regulations.

- Teachers have a voice in the decision-making process and in identifying solutions via faculty meetings, CIC, PLC and other district teacher leadership opportunities.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Large class sizes.   **Root Cause:** Budgetary constraints and teacher shortages

Technology

Technology Summary

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

Technology Strengths

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

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Aging technology for staff.   **Root Cause:** Budgetary constraints and desire to maximize the life of existing devices.

Priority Problem Statements

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

Problem Statement 2: We have a higher rate of discipline referrals.
Root Cause 2: Students have noticeable gaps with social-emotional development and staff struggle to consistently implement effective classroom management.
Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Large class sizes.
Root Cause 3: Budgetary constraints and teacher shortages
Problem Statement 3 Areas: Demographics - School Context and Organization

Problem Statement 4: Hillsboro Elementary experiences low applicant pool in all areas.
Root Cause 4: Due to pay and geographical location.
Problem Statement 4 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention

Problem Statement 5: Unable to recruit, develop, and retain enough highly qualified staff members that match our demographics to support all students effectively.
Root Cause 5: Fewer highly qualified applicants that fit our demographic proportions.
Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Understanding and implementation of research-based instructional strategies in lesson planning for staff members.
Root Cause 6: Lack of training and experience among teachers with research-based strategies.
Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Lack of opportunities for constructive parent feedback.
Root Cause 7: Feedback is not sought routinely.
Problem Statement 7 Areas: Parent and Community Engagement

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

Problem Statement 8 Areas: School Culture and Climate - Parent and Community Engagement

Problem Statement 9: Lack of trust and cooperation from parents.
Root Cause 9: Inconsistent communication, expectations, and discipline.
Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Aging technology for staff.
Root Cause 10: Budgetary constraints and desire to maximize the life of existing devices.
Problem Statement 10 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide differentiated professional development on integrating 21st century technology skills into instruction and management while increasing teachers' expertise of technology integration into teaching and learning.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: All teachers will leverage technology appropriately into the standards based approach of teaching and learning. **Staff Responsible for Monitoring:** Principals, Director of Instructional Technology, Technology Instructional Coach **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Technology 1 **Funding Sources:** - Federal, State, Local			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide supplemental resources, professional development and/or intervention/enrichment opportunities aligned to the TEKS for students to improve academic performance to close the achievement gaps in core content areas, including that of students in special populations.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Increase student academic performance as shown on i-Ready reports across all student sub groups. **Staff Responsible for Monitoring:** Principals, Instructional Coach, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Achievement 1 **Funding Sources:** - Federal, State, Local			

Strategy 3 Details	Formative Reviews		
Strategy 3: Promote differentiated instruction and assessment opportunities, including dedicating time in the master schedule for intervention and enrichment that are aligned to the state standards in depth and complexity through the use of various modalities and methods in order to meet the needs of all students.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Academic needs will be met through differentiated opportunities including pull-out programs for enrichment, intervention, and other instruction to meet student needs. **Staff Responsible for Monitoring:** Principals, Instructional Coach, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Achievement 1 **Funding Sources:** - Federal, State, Local			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Analyze data and address gaps in performance of under-performing populations and at-risk students.	**Formative**		
Strategy's Expected Result/Impact: Through the use of a coordinated Rti program, there will be an increase in student academic performance, and the achievement gaps will close across all sub groups.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, Intervention teachers, Instructional Coach, Classroom teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Achievement 1 **Funding Sources:** - Federal, State, Local			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Identify students with Dyslexia or other related disorders and provide appropriate intervention and instructional support services.	**Formative**		
Strategy's Expected Result/Impact: Increased progress in written expression and reading fluency based on baseline assessment data and ongoing progress monitoring data.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Student Services Coordinator, Principals, Dyslexia teacher, teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 3 **Funding Sources:** - Federal, State, Local			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Promote integration of English Language Proficiency standards (ELPs) in lesson design, implement Summit K12, and incorporate the use of TELPAS proficiency level descriptors to analyze student work in order to support English Language Learners.	**Formative**		
Strategy's Expected Result/Impact: As ELs become more aware of how to improve writing and language proficiency, there will be a decrease in the achievement gap between the student groups and a higher percentage of ELs will exit the ESL program.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: ESL Coordinator, Principals, teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Curriculum, Instruction, and Assessment 3 **Funding Sources:** - Federal, State, Local			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Promote good sportsmanship, healthy competition and good character through Physical Education programs and social emotional learning.	**Formative**		
Strategy's Expected Result/Impact: Improved positive behaviors and good character of students.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, counselor, coaching staff, teachers **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Problem Statements:** School Culture and Climate 1 **Funding Sources:** - Federal, State, Local			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Analyze attendance data and implement annual attendance plan which includes individual and class incentives.	**Formative**		
Strategy's Expected Result/Impact: Our attendance percentages will remain above 95%.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, teachers, counselor, and registrar. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 5 - Parent and Community Engagement 3			

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Classroom teachers will continue to use PLC time and/or collaborate with Resource teacher to analyze formative and summative assessment data to track Special Education student progress and mastery of grade level skills with accommodations outlined in IEPs and BIPs.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Improved performance on grade level skills. **Staff Responsible for Monitoring:** Principals, Teachers and Paraprofessionals. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Curriculum, Instruction, and Assessment 3			

Strategy 10 Details	Formative Reviews		
Strategy 10: Effectively implement UFLI and Heggerty with integrity.	Formative		
Strategy's Expected Result/Impact: Increase student academic performance as shown on iReady report in the following areas: Phonological Awareness (PA); Phonics (PH); High-Frequency Words (HFW).	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principals and Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1			

Strategy 11 Details	Formative Reviews		
Strategy 11: Increase numeracy fluency by effectively implementing Eureka Math and holding math relays.	Formative		
Strategy's Expected Result/Impact: Increase student academic performance as shown on iReady report in the following areas: Number and Operations; Algebra and Algebraic Thinking.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principals and Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Large number of students receiving RTI Tier 2 and Tier 3 services.   **Root Cause**: Struggle with retention of foundational skills in core content areas.
School Culture and Climate
Problem Statement 1: We have a higher rate of discipline referrals.   **Root Cause**: Students have noticeable gaps with social-emotional development and staff struggle to consistently implement effective classroom management.
Problem Statement 5: A stronger partnership is needed between parents and staff members.   **Root Cause**: Lack of understanding of parent-school collaboration and parent accessibility.

Curriculum, Instruction, and Assessment
Problem Statement 3: Understanding and implementation of research-based instructional strategies in lesson planning for staff members.   **Root Cause**: Lack of training and experience among teachers with research-based strategies.

Parent and Community Engagement
Problem Statement 3: A stronger partnership is needed between parents and staff members.   **Root Cause**: Lack of understanding of parent-school collaboration and parent accessibility.

Technology
Problem Statement 1: Aging technology for staff.   **Root Cause**: Budgetary constraints and desire to maximize the life of existing devices.

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote design of meaningful and authentic learning experiences that are aligned to the specificity of the TEKS and leverage our resources to include student choice, interest, technology integration, and real-world relevancy in order to transform students into creative thinkers.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increased participation in designing meaningful work and the use of online resources which will lead to student growth, mastery of TEKS, and profound learning. **Staff Responsible for Monitoring:** Principals, Instructional Coach, teachers **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Curriculum, Instruction, and Assessment 3 **Funding Sources:** - Federal, State, Local			

Strategy 2 Details	Formative Reviews		
Strategy 2: Seek out and interview highly qualified staff members.	**Formative**		
Strategy's Expected Result/Impact: Hiring of professionals that meet our district/campus needs and share our common educational beliefs.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Human Resources Director, Principals **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 1 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 1, 5 - School Context and Organization 1 **Funding Sources:** - Federal, State, Local			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide effective coaching for new teachers with on-going support to improve teaching and performance while promoting professional well-being.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease of new teachers leaving the district/campus after the first one to five years. **Staff Responsible for Monitoring:** Principals, Instructional Coaches, Teacher Mentors. **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** - Federal, State, Local			

Strategy 4 Details	Formative Reviews		
Strategy 4: Create a culture that includes college and career awareness.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness of college and career readiness. **Staff Responsible for Monitoring:** Principals, Counselor, teachers **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** School Culture and Climate 1			

Strategy 5 Details	Formative Reviews		
Strategy 5: Comply with all state mandated training programs to ensure the safety and security of all students in their education program.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase awareness and reduce instances of bullying. Increase awareness for signs of abuse, neglect or sexual harassment. **Staff Responsible for Monitoring:** Principal, Counselor **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** - Federal, State, Local			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: All staff members will be aware of suicide prevention protocols and requirements for parental and guardian notification process.	**Formative**		
Strategy's Expected Result/Impact: Increased understanding of suicide prevention strategies and improved communication with parents for student safety.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, Counselor, teachers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** - Federal, State, Local			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Promote the use of MOVE Behavior Management to stress clear expectations, structure, and boundaries.	**Formative**		
Strategy's Expected Result/Impact: Impact can be measured by a reduction of major discipline issues and ISS/Refocus placements.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, Counselors, teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** - Federal, State, Local			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Counselor and teachers will provide social emotional learning lessons to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision making.	**Formative**		
Strategy's Expected Result/Impact: Improved relationships among students and strong positive culture on campuses.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, Counselor, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Culture and Climate 1 **Funding Sources:** - Federal, State, Local			

Strategy 9 Details	Formative Reviews		
Strategy 9: Engage in partnership with Region 12 to build schoolwide culture and routines through Texas Instructional Leadership Training.	**Formative**		
Strategy's Expected Result/Impact: To improve campus culture and routines. **Staff Responsible for Monitoring:** Principals and Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Culture and Climate 1 - Parent and Community Engagement 1	**Dec**	**Mar**	**June**

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Large class sizes. **Root Cause**: Budgetary constraints and teacher shortages

School Culture and Climate
Problem Statement 1: We have a higher rate of discipline referrals. **Root Cause**: Students have noticeable gaps with social-emotional development and staff struggle to consistently implement effective classroom management.
Problem Statement 3: Hillsboro Elementary experiences low applicant pool in all areas. **Root Cause**: Due to pay and geographical location.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Unable to recruit, develop, and retain enough highly qualified staff members that match our demographics to support all students effectively. **Root Cause**: Fewer highly qualified applicants that fit our demographic proportions.
Problem Statement 5: Hillsboro Elementary experiences low applicant pool in all areas. **Root Cause**: Due to pay and geographical location.

Curriculum, Instruction, and Assessment
Problem Statement 3: Understanding and implementation of research-based instructional strategies in lesson planning for staff members. **Root Cause**: Lack of training and experience among teachers with research-based strategies.

Parent and Community Engagement
Problem Statement 1: Lack of trust and cooperation from parents. **Root Cause**: Inconsistent communication, expectations, and discipline.

School Context and Organization
Problem Statement 1: Large class sizes. **Root Cause**: Budgetary constraints and teacher shortages

Goal 3: Broaden and strengthen the capacity of the school district as community builders to ensure common understanding of the needs and interests of those we serve beginning with students and including other key audiences.

Performance Objective 1: Strong reciprocal school-community relationships drive increased involvement and support of programs and activities.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: HES will host parent conferences and opportunities to serve on the District and Campus Advisory committee.	**Formative**		
Strategy's Expected Result/Impact: Increase external and internal communication capacity to improve communication.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: All staff			
Title I:			
4.1, 4.2			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Improve low-performing schools			
Problem Statements: School Culture and Climate 5 - Parent and Community Engagement 1, 2, 3			
Funding Sources: - Federal, State, Local			

Strategy 2 Details	Formative Reviews		
Strategy 2: HES connects to the community through print and social media to communicate about academic performance and campus events.	**Formative**		
Strategy's Expected Result/Impact: Community awareness of student activities and successes.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, Counselor, Program Directors, teachers			
Title I:			
4.1			
- TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools			
Problem Statements: School Culture and Climate 5 - Parent and Community Engagement 1, 3			
Funding Sources: - Federal, State, Local			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue with updates on the campus website and social media to enhance communication efforts including Parent Square.	**Formative**		
Strategy's Expected Result/Impact: Continuous website and social media updates in order to improve communication. **Staff Responsible for Monitoring:** Central Office Directors, Principals **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** School Culture and Climate 5 - Parent and Community Engagement 1, 3 **Funding Sources:** - Federal, State, Local	**Dec**	**Mar**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: HES will continue to solicit input from all stakeholders to plan and make recommendations for campus improvements.	**Formative**		
Strategy's Expected Result/Impact: Increases communication effectiveness and input from stakeholders. **Staff Responsible for Monitoring:** Principals, Counselor, teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Culture and Climate 5 - Parent and Community Engagement 2, 3 **Funding Sources:** - Federal, State, Local	**Dec**	**Mar**	**June**

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

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 5: A stronger partnership is needed between parents and staff members.   **Root Cause**: Lack of understanding of parent-school collaboration and parent accessibility.
Parent and Community Engagement
Problem Statement 1: Lack of trust and cooperation from parents.   **Root Cause**: Inconsistent communication, expectations, and discipline.
Problem Statement 2: Lack of opportunities for constructive parent feedback.   **Root Cause**: Feedback is not sought routinely.
Problem Statement 3: A stronger partnership is needed between parents and staff members.   **Root Cause**: Lack of understanding of parent-school collaboration and parent accessibility.

Site Based Decision Making Committee

Committee Role	Name	Position
Campus Teacher	Patricia Roberts	Bilingual/ESl Teacher
Non-Classroom Professional	Deborah Adkins	Occupational Therapist
Counselor	Shae Owens	Counselor
Administration	Kimberly Carter	Principal
Administration	Lauren Sulak	Associate Principal
Administration	Janis Royal	Assistant Principal
IC	Jennifer Schaffer	Instructional Coach
IC	Tasha Bell	Instructional Coach
Classroom Teacher	Holly Via	2nd Grade Teacher
Classroom Teacher	Jordan McGarvey	1st Grade Teacher
Non-Classroom Professional	Amanda Barker	Behavior Paraprofessional
Parent	Iris Verduzco	Parent
Parent	Leyla Galaviz	Parent