

# Hillsboro Independent School District

## District Improvement Plan

**2025-2026**

**Accountability Rating: A**



# Hillsboro

## INDEPENDENT SCHOOL DISTRICT

**Board Approval Date:** October 6, 2025

**Public Presentation Date:** September 29, 2025

# Mission Statement

Preparing Today's Students for Tomorrow's World

## Vision

Hillsboro ISD - the Choice for Student Success

## Belief Statements

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

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

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

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

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hillsboro ISD serves as a rural, Title I school district. Current enrollment figures for September 2025 show 1,941 students across pre-K through 12th grade, representing a decline of 14 students compared to September 2024's enrollment of 1,955 students.

The student demographics mirror the diversity found throughout the Hillsboro community. The district's student population includes these ethnic groups:

### Student groups:

- Black/African American: 9.17%
- Hispanic/Latino: 63.9%
- White: 21.3%
- Two or More: 4.3%
- American Indian/Alaskan: 0.3%
- Asian: 1.0%
- Pacific Islander: 0.1%

### Student Information:

- Dyslexia: 6.5%
- Foster Care: 0.8%
- Homeless: 2.0%
- Immigrant: 3.8%
- Migrant: 0.4%
- Military Connected: 5.0%
- At-Risk: 55.9%

### Students by Instructional Program:

- Bilingual/ESL Education: 17.1%
- Career and Technical Education (9-12 grades only): 98.1%
- Gifted and Talented Education: 3.0%

- Special Education: 16.4%

Economically disadvantaged students comprise 73.3% of the district's student population.

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

Franklin Campus houses our district DAEP and Eagle Academy, our credit recovery campus.

### **Demographics Strengths**

- Our teaching staff is showing growth in diversity based on ethnicity and experience.
- The district's PreK program is an open enrollment/all-day program for all Hillsboro ISD students, regardless of race or socio-economic status. The pre-K utilizes the CLI and SAVVAS programs.
- Interventionist for second language learners at all campuses.
- The transitional early exit bilingual program includes PreK through third grade.
- HISD has a diverse student population in all CTE programs.
- HISD has diversity in the Gifted and Talented population.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Campuses are continuing to face challenges with meeting the academic, social, and emotional needs of Emergent Bilingual (EB ) and Special Education students.

**Root Cause:** The growth of the EB student population and mobility issues concerning SPED and EB students have limited the implementation of effective instructional strategies to support learning, language, and cultural needs and differences based on demographics.

# Student Achievement

## Student Achievement Summary

Hillsboro ISD is a district that embeds research-based design qualities and digital learning opportunities to meet the needs of all students. HISD takes a balanced approach to accountability, increasing exposure to 21st Century learning through personalized learning, real-world applications, continuous development of concepts through essential questions, and creating student products that demonstrate mastery of learning standards. A continued and focused data analysis is a fundamental process in HISD. Data sources analyzed include STAAR results, CBAs, all formative assessments, MClass Reading, iCircle, IXL, i-Ready, TAPR reports, and RDA. CoPilot and DMAC are platforms used to house data. Teachers use CBA and benchmark assessment results to address students' weaknesses and strengths effectively. Teachers and administrators also look at the rate of improvement and growth of students. Analyzing student achievement reinforces the district's commitment to providing all students with a rigorous and relevant curriculum.

For the first time since the state implemented A-F accountability ratings, Hillsboro ISD has earned an overall rating of A (91) for the 2024-2025 school year. Ratings are based on STAAR Academic Achievement, Graduation Rates, and College, Career, and Military Readiness.

Hillsboro ISD is also proud to announce the campus ratings for each campus:

- Hillsboro High School: 94 (*3rd consecutive A rating*)
- Hillsboro Junior High School: 92 (*fourth consecutive A rating*)
- Hillsboro Intermediate School: 89
- Hillsboro Elementary School: 79

Along with campus ratings, each of our campuses received one or more Distinction Designations. These awards recognize excellent academic achievement by schools based on performance relative to similar campuses statewide.

- Academic Achievement in Reading/Language Arts: HHS, HJH
- Academic Achievement in Mathematics: HHS, HJH
- Academic Achievement in Science: HHS, HJH
- Academic Achievement in Social Studies: HHS, HJH
- Top 25% Comparative Academic Growth: HHS, HJH, HIS
- Postsecondary Readiness: HJH, HIS, HES
- Top 25% Comparative Closing the Gaps: HHS, HJH, HIS

The district continues to make strides forward in tested areas across its four campuses, with scores consistently higher than those of Region 12 districts and the State. Our students are eager and active participants in their learning, while our educators design purposeful and challenging instruction to help every student learn and grow.

2025	State Average			ESC 12 Average			HHS Average Score		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters

2025	State Average			ESC 12 Average			HHS Average Score		
Algebra 1	76%	47%	29%	77%	44%	24%	86%	54%	25%
US History	94%	68%	37%	95%	69%	35%	92%	54%	17%
Biology	91%	62%	21%	91%	61%	19%	98%	68%	20%
English 1	66%	52%	16%	68%	52%	16%	84%	69%	21%
English 2	71%	57%	9%	73%	57%	8%	81%	66%	9%
	State Average			ESC 12 Average			HJHS Average Score		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Algebra 1	76%	47%	29%	77%	44%	24%	100%	100%	91%
8th Math	69%	54%	17%	66%	39%	12%	84%	60%	23%
8th SS	55%	30%	16%	51%	25%	12%	64%	32%	15%
8th Science	72%	46%	18%	69%	41%	14%	72%	50%	17%
7th Math	52%	32%	11%	49%	28%	8%	86%	75%	47%
7th ELAR	74%	52%	27%	72%	46%	21%	90%	67%	38%
8th ELAR	80%	57%	31%	80%	53%	27%	86%	57%	33%
	State Average			ESC 12 Average			HIS Average Score		
	Approaches	Meets	Masters				Approaches	Meets	Masters
4th Math	68%	46%	24%	65%	40%	19%	85%	65%	32%
4th ELAR	81%	54%	24%	80%	49%	19%	87%	60%	27%
5th Math	73%	46%	22%	70%	41%	17%	85%	52%	21%
5th ELAR	77%	58%	30%	75%	53%	25%	79%	61%	26%
6th Math	72%	37%	15%	69%	33%	12%	84%	52%	24%
6th ELAR	75%	54%	28%	74%	49%	22%	87%	64%	31%
5th Science	64%	29%	12%	61%	25%	9%	67%	30%	9%
	State Average			ESC 12 Average			HES Average Score		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Math	70%	45%	19%	67%	39%	15%	77%	42%	10%
3rd ELAR	78%	52%	23%	76%	48%	18%	80%	52%	20%

BLUE- HISD scored higher than State or Rg 12

RED- HISD scored lower than State or Rg 12

BLACK- HISD same as State or Rg 12

## Student Achievement Strengths

- Provide an effective RTI program for Pre-K through 12th grades with research based interventions.
- Aligned beliefs in student, parent, teacher, administrator expectations.
- Continue to assess student's learning and growth in innovative ways- standard based checklists, formative assessments, universal screening at grades K-12.
- Continuing to implement an effective continuum of services based on student individual needs.
- Focus on best instructional practices, lesson alignment, and TEKS-aligned instruction.
- Campuses utilize instructional coaches- HIS administrators provide instructional support through coaching.
- The HS and JH are implementing Language Launch, a newcomer-specific curriculum and Summit K12 for grades 2-12 to support TELPAS proficiency.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** AA students are performing below other student groups.

**Root Cause:** Lack of consistent implementation of specifically designed instructional strategies.

**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.

**Problem Statement 3 (Prioritized):** In all tested grade levels, EB students are scoring lower than non-EB peers on State assessments.

**Root Cause:** Lack of consistent implementations of linguistically appropriate instruction.

**Problem Statement 4 (Prioritized):** Lack of consistent student attendance has had a negative impact on student achievement.

**Root Cause:** Parent lack of awareness of the importance of education and consistent school attendance and not understanding the connection of attendance and learning. Fidelity of system implementation to support student attendance.

# District Culture and Climate

## District Culture and Climate Summary

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

Last year, HISD implemented a four-day school week for the 2024-25 academic year. We are continuing with our day week for the 2025-26 school year again. This transition to a condensed schedule has created dedicated opportunities for educators to engage in uninterrupted lesson planning, ongoing professional development, and comprehensive data analysis through collaborative teamwork. Additionally, this model has helped streamline bell-to-bell instruction, maximizing classroom learning time.

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

## District Culture and Climate Strengths

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

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1 (Prioritized):** The district recognizes an opportunity to enhance its discipline framework by incorporating more behavior interventions and support strategies across all campuses.

**Root Cause:** Consistent behavior interventions are not being implemented on every campus.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

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

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

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

To recruit and retain highly qualified staff, Hillsboro ISD offers hiring incentives in hard-to-fill positions, such as secondary math, science, and Spanish. The hiring incentives were successful, as we successfully filled all positions.

## Staff Quality, Recruitment, and Retention Strengths

- Quality new teacher induction program.
- Staff development throughout the year.
- Opportunities for collaboration, teamwork, and professional growth.
- Developed a portrait of an educator to help stakeholders gain a shared understanding of the ideals of a 21st-century learner. The portrait also provides an exemplar for teachers in HISD.
- Instructional coaches at HES, HJHS, and HHS, a Curriculum Services Coordinator, and coaching led by administrators at HIS.
- Former HISD students have returned as administrators, teachers, and paraprofessionals.
- A focus on "Growing Your Own" educators through the teaching program of study as part of the High School CTE program.
- 4-day instructional week with planning time for teachers on Fridays.
- Provide targeted support for non-certified teachers to ensure their success in classroom instruction while helping them meet program expectations and achieve certification requirements.

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

**Problem Statement 1 (Prioritized):** The district continues to have a high rate of teacher turn-over.

**Root Cause:** Many younger teachers would rather be in larger cities, not necessarily because of pay, but lifestyle. However, experienced teachers are leaving for increased salaries. In certain areas, a lack of a supportive culture contributes to increased turn-over.

**Problem Statement 2 (Prioritized):** HISD experiences limited applicant pool in all areas.

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

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Based on research and best practices, the district continues to focus on meaningful and authentic work aligned with the state standards. Our district emphasizes rigorous coursework and innovative strategies.

Intentional efforts have been made to increase the innovative use of technology in the classrooms across the district. ClassLink, a single sign-on system, has been purchased and rolled out so that teachers and students can better utilize online instructional resources. Teachers also utilize ParentSquare and/or Google as learning management and communication tools.

Data-driven decisions guide improvement through the adopted curriculum, effective instructional methodologies, walkthrough data, and assessment data. Continual monitoring and analysis of data will help to ensure curricular needs are being met.

MClass data for grades K-2 and iReady Math and Reading data for grades 1-9 are assessment data used to help inform instruction. Other campus programs utilized for instruction and data include i-Ready (K-9), IXL Reading and Math for grades K-12, ClassCompanion (3-12), eCircle (PreK), DMAC (K-12), CoPilot (3-12), Summit K-12, and Edgenuity (9-12).

RLA	Phonemic/ Phonological Awareness	Phonics/ Spelling	Reading	Writing/ Grammar	Handwriting	Writing Feedback
PK	SAVVAS: Three Cheers for Pre-K					
K-3	Heggerty Phonemic Awareness	UFLI	HMH Into Reading; iReady Resources; District-Approved Novel Units	Heggerty Bridge to Writing	HMH Into Reading; iReady Resources	Class Companion
4-5		HMH Into Reading	HMH Into Reading; iReady Resources; District-Approved Novel Units			Class Companion
6-8			HMH Into Literature; iReady Resources; District-Approved Novel Units			Class Companion/Writable
9-12			HMH Into Literature; District-Approved Novel Units			Class Companion/Writable
K-12	IXL (K-12); Sirius (3-12)					

	Math	Science	SS
PK	SAVVAS: Three Cheers for Pre-K		
K-2	BlueBonnet, IXL iReady	McGraw Hill	Studies Weekly
3-5	Mr.Math, IXL, iReady, Sirius, Lowman	McGraw Hill, Lowman (5), Sirius (5)	Studies Weekly, Lowman (4,5)
6-8	Mr. Math, IXL, iReady, Sirius, ALEKS (7-8), <u>Manuevering the</u> Middle, Lowman	McGraw Hill, Lowman (8), Sirius (8)	Studies Weekly (6); Lowman
9-12	McGraw Hill, ALEKS, Pearson (stats), IXL, Sirius	McGraw Hill, Sirius (Bio)	iTRS, Lowman
K-12	DMAC, TCMPC, Lead4Ward		

### Curriculum, Instruction, and Assessment Strengths

- Teacher leaders, principals, and central office staff design meaningful PD based on district and campus curriculum needs and district focus areas.
- Extend learning for teachers through technology- MobileMind, Responsive Learning, Google Classroom, Bite-Sized PD, and Tech it Out Tuesday.
- PLC is evident across PreK to grade 12.
- Emphasis on a complete literacy program.
- Focus on math instruction.
- ClassLink single sign-on for teachers and students.
- Unpacking of standards for grades K-12.
- Utilization of Region 12 content specialists for Math, ELAR, Science, and SS.

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

**Problem Statement 1 (Prioritized):** Vertical alignment is not occurring consistently across all content areas in the district.

**Root Cause:** District and campus leaders have not consistently prioritized vertical alignment across the district in all content areas.

**Problem Statement 2 (Prioritized):** Not all classrooms provide daily instruction aligned with the depth of the state standards in TIER 1 instructional settings.

**Root Cause:** Not a deep understanding of instruction & content knowledge by some teachers.

# Family and Community Engagement

## Family and Community Engagement Summary

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

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

Communication is key to the effectiveness of all family and community involvement. The Hillsboro ISD Communications Department supports the district and campuses by coordinating internal and external communications. Our goal is to share announcements, achievements, and important updates with students, parents, staff, and the community in a timely and transparent manner. Through various channels such as the district website, social media platforms, newsletters, press releases, local newspapers, and media, we strive to foster a strong sense of community engagement and ensure that everyone is well-informed about the latest developments within the district.

## Family and Community Engagement Strengths

- Opportunities exist for parental involvement through PTO, Booster Clubs, WATCH Dogs, etc...
- District and School Improvement Committees; School Health Advisory Council
- Social Media- Facebook, Instagram
- Hillsboro Highlights
- ParentSquare message system
- StudentSquare at the HS for students
- Relationship with the local newspaper and radio
- Involvement in local clubs such as Lions Club, Rotary Club, Sesame Club, Boys and Girls, Greater Hillsboro Leadership
- District and campus website- embedded translation capabilities
- Skyward Parent and JH/HS Student Access Portal
- Provide translators at parent meetings and ARDs
- Provide communication home in English and Spanish
- Good to Go, Head to Toe back to school event
- Thanksgiving Senior Citizen Lunch
- Positive community and business partnerships
- Go Hillsboro
- District wide public relations outreach person
- LPAC parent membership
- Communication with parents regarding academic and behavioral interventions

- Digital parent resources
- Meet the Teacher, Open Houses, Meet the Eagles, Fish Camp, JH Camp, Nachos and Numbers, Family Fun Night, Winter Wonderland
- Mentors Care program at the high school
- Use of technology has improved parent and family engagement communication
- Campus Webmasters
- Fine Arts Performances
- Summer Learning Booklet
- HISD events posted on district and campus websites

### **Problem Statements Identifying Family and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** Parents are not fully engaged in the life of the school.

**Root Cause:** Many parents work long hours, and some feel disconnected due to language barriers, lack of child care, safety protocols that limit access, and a lack of understanding of the structure and importance of school. They also lack knowledge of how to utilize district communication tools.

# District Organization

## District Organization Summary

HISD is organized to serve the district and community. The central administration staff comprises the Superintendent, as well as the Business and Finance Department, Human Resource Department, Communications, Technology, Maintenance and Transportation Department, Special Programs Department, and Curriculum and Instruction Department. The central office staff provides staffing, technological, maintenance, financial, academic, campus, and policy and program support while maintaining the belief that we are all servant leaders. The district now houses the Record and Registration office next door to the central administration building. The district utilizes support from the Director of Special Programs to ensure that all students receive the support they need to be successful. The CTE Coordinator oversees student endorsements/pathways and supports college and workforce readiness.

Campus administrative organization varies on each of our four campuses. The High School leadership team is comprised of the principal, two assistant principals, two counselors, an instructional coach, and an athletic director. Our Junior High leadership team includes the principal, an assistant principal, a full-time instructional coach, and a counselor. A principal, an assistant principal, and a counselor lead the Intermediate campus. Our Elementary campus leadership team is comprised of a principal, an associate principal, an assistant principal, one full-time instructional coach, one part-time instructional coach, and a counselor. The Franklin campus houses our Special Education department, DAEP, and Eagle Academy. The Eagle Academy is a non-traditional program for students in danger of not graduating.

The district employs 3 School Resource Officers. We have one SRO housed at our High School campus full-time and another housed at our Junior High campus full-time. The Elementary and Intermediate share an SRO. The district partners with the Hillsboro PD, and a substitute SRO fills in on the Intermediate and Elementary campus as needed. The School Board approved the "Good Cause Exception" due to the district not being able to fill the fourth SRO position. The SROs on each campus work with the administration to ensure the campus is secure, accompany administrators on home visits, and provide training to campus staff. The SROs also serve as security at campus and district events.

Each campus holds leadership team and faculty meetings monthly or more often, if needed. All campus leadership teams plan and work with lead teachers to design PLC time for teachers to collaborate outside their standard planning time. Each week on a designated day, the HR Director and Curriculum Director meet with each campus leadership team to discuss yards gained, attendance issues, staffing needs, curriculum requirements, and discipline matters.

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

## District Organization Strengths

- Positive learning and work environment on all campuses.
- Culture of a learning organization present throughout the district.
- Teachers have opportunities to participate in faculty meetings, DEIC, CIT, PLCs.
- HISD teachers and staff exhibit great care of our students and strive to build positive relationships with students and families.
- Dedicated staff that serves our special populations.
- Servant leadership.
- HISD offers a plethora of extra-curricular activities for students across all campuses.

# Technology

## Technology Summary

Digital learning is prevalent in HISD with classrooms connected locally, nationally, and globally through technology. The High School, Junior High, and Intermediate campuses have desktop computer labs, and HES has a Chromebook lab. All campuses have technology devices that allow interaction with many information resources to solve real-world problems. The district strives to provide students with current and beneficial technology. Technology is addressed in district and campus action plans. The district employs a district technology director, a coordinator of technology application, and a Coordinator of instructional support, and computer technicians who assist with district-wide initiatives. The district utilizes interactive boards, View Sonic and slates, digital tablets (SPED), document cameras, projection devices, digital cameras and recorders, and classroom computers. In grades 6-12 the district utilizes a 1:1 approach where touch Chromebooks are issued to every child and MiFis upon check-out for 24/7 access. The Intermediate grades 4 & 5 and Elementary campuses are 1:1 as classroom sets and not checked out to students to take home. Chromebooks are utilized in class each day when appropriate for the lesson.

HISD is a Google Apps for Education District. All HISD students have their own Gmail account, can access Google Apps, and have access to Google Classrooms. Students also use a wide range of web resources in concert to create, locate, store, and share information through Google, Facebook, Canva, and other educational applications. Students contribute to the learning of others through live broadcasts, Google Meet, and Zoom. On any given day in HISD you can walk into a classroom and find students creating multi-media presentations, collaborating using Google for Education Apps and tools, creating and editing videos, and innovating with drones and robots. Teachers also have the opportunity to become Google Certified.

Each campus has Chromebooks for teachers to check out and use in the classroom. The high school and administration office have Apple TVs available for use. Grades K-8 have interactive TVs with the majority of high school classrooms having interactive TVs. All classrooms across the district have telephones.

## Technology Strengths

- Use of technology for campus organizations and communication has improved.
- Emphasis on the use of technology and applications in the classroom.
- All facilities offer wireless access and available hot-spots for checkout if needed.
- Classrooms are equipped with either ceiling mounted projectors, document cameras, Brio cameras, Apple TV, LCD touch screens, smart boards, and student access to various technologies and applications.
- Technology is utilized as a learning tool.
- Implementation of a single-sign-on platform- ClassLink.
- eSports at the JH and HS campuses.
- Student Chromebooks are replaced every four years.
- Staff desktop computers are replaced every five years.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Aging technology for staff at each campus.

**Root Cause:** Funding and the evolution and advancement of technology at such a fast pace.

**Problem Statement 2 (Prioritized):** Some teachers lack the knowledge and comfort level to provide novel and multi-modalities for students to create products and show high levels of learning.

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

# Priority Problem Statements

**Problem Statement 1:** Campuses are continuing to face challenges with meeting the academic, social, and emotional needs of Emergent Bilingual (EB ) and Special Education students.

**Root Cause 1:** The growth of the EB student population and mobility issues concerning SPED and EB students have limited the implementation of effective instructional strategies to support learning, language, and cultural needs and differences based on demographics.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The district continues to have a high rate of teacher turn-over.

**Root Cause 2:** Many younger teachers would rather be in larger cities, not necessarily because of pay, but lifestyle. However, experienced teachers are leaving for increased salaries. In certain areas, a lack of a supportive culture contributes to increased turn-over.

**Problem Statement 2 Areas:** Staff Quality, Recruitment, and Retention

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

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

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

**Problem Statement 4:** Parents are not fully engaged in the life of the school.

**Root Cause 4:** Many parents work long hours, and some feel disconnected due to language barriers, lack of child care, safety protocols that limit access, and a lack of understanding of the structure and importance of school. They also lack knowledge of how to utilize district communication tools.

**Problem Statement 4 Areas:** Family and Community Engagement

**Problem Statement 5:** AA students are performing below other student groups.

**Root Cause 5:** Lack of consistent implementation of specifically designed instructional strategies.

**Problem Statement 5 Areas:** Student Achievement

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

**Root Cause 6:** Lack of consistent implementation of specifically designed instructional strategies.

**Problem Statement 6 Areas:** Student Achievement

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

**Root Cause 7:** Lack of consistent implementations of linguistically appropriate instruction.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** The district recognizes an opportunity to enhance its discipline framework by incorporating more behavior interventions and support strategies across all campuses.

**Root Cause 8:** Consistent behavior interventions are not being implemented on every campus.

**Problem Statement 8 Areas:** District Culture and Climate

**Problem Statement 9:** Aging technology for staff at each campus.

**Root Cause 9:** Funding and the evolution and advancement of technology at such a fast pace.

**Problem Statement 9 Areas:** Technology

**Problem Statement 10:** Some teachers lack the knowledge and comfort level to provide novel and multi-modalities for students to create products and show high levels of learning.

**Root Cause 10:** Teachers lack necessary knowledge and/or buy-in to the importance of 21st century learning styles.

**Problem Statement 10 Areas:** Technology

**Problem Statement 11:** Lack of consistent student attendance has had a negative impact on student achievement.

**Root Cause 11:** Parent lack of awareness of the importance of education and consistent school attendance and not understanding the connection of attendance and learning. Fidelity of system implementation to support student attendance.

**Problem Statement 11 Areas:** Student Achievement

**Problem Statement 12:** Vertical alignment is not occurring consistently across all content areas in the district.

**Root Cause 12:** District and campus leaders have not consistently prioritized vertical alignment across the district in all content areas.

**Problem Statement 12 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 13:** Not all classrooms provide daily instruction aligned with the depth of the state standards in TIER 1 instructional settings.

**Root Cause 13:** Not a deep understanding of instruction & content knowledge by some teachers.

**Problem Statement 13 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Dyslexia data

## Student Data: Behavior and Other Indicators

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

## Employee Data

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

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

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

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide differentiated professional development on integrating 21st Century technology skills into instruction and management while increasing teacher's expertise of technology integration into teaching and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers will leverage technology appropriately into the standards-based approach of teaching and learning.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Finance Director, Central Office Admin, Principals</p> <p><b>Problem Statements:</b> Technology 2</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide supplemental resources, professional development, and/or accelerated learning opportunities aligned to the TEKS and PreK Guidelines for students to improve academic performance to close the achievement gaps in reading, writing, math, science and social studies including that of students in special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of student academic performance across all student sub-groups.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, District Administrative Staff, Principals, Teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 2</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to provide assessment opportunities that are deep and complex, aligned to the state standards, through the use of various assessment modalities and methods.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact from differentiated assessment modalities and methods will be seen through instruction aligned to students' needs and student success with various types of assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Central Office Admin, Principals</p> <p><b>Problem Statements:</b> Technology 2</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide daily instruction in every classroom based upon state standards in order to meet the academic needs of each child.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic needs will be met.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Central Office Admin, Principals, Teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Analyze data to address gaps in performance of under-performing populations, determine instructional implications, and apply necessary support based on the data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of student academic performance across all student sub-groups.</p> <p><b>Staff Responsible for Monitoring:</b> Central Office Administration, Principals, Teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> All campuses will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet the needs of students in order to close achievement gaps and improve learning.</p> <p><b>Staff Responsible for Monitoring:</b> Central Office Admin, Instructional Coaches, Principals</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 2</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Support programs to meet the needs of gifted/advanced students through differentiated instruction, pull-out programs, advanced course offerings, academic competitions and other extracurricular programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Better meet the needs of gifted students through the use of varied instructional avenues.</p> <p><b>Staff Responsible for Monitoring:</b> Central Office Admin, CTE Coordinator, Principals, Teachers</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Identify students with dyslexia or other related disorders and provide appropriate interventions and instructional support and services.</p> <p><b>Strategy's Expected Result/Impact:</b> Students develop research-based literacy based on baseline assessment data and ongoing progress monitoring data.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Central Office Admin, Principals, Campus 504 Coordinators, Campus Dyslexia Specialists, Teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Incorporate the use of TELPAS proficiency level descriptors (PLDs) in analyzing the writing of Emergent Bilinguals (EB) through Summit K-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide a guide for teachers and EBs to become more aware of how to improve English writing proficiency; decrease the achievement gap between student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Central Office Admin, LPAC Campus Coordinators, Principals, Teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 3</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Promote integration of English language proficiency standards (ELPS) within lesson design to support comprehensible input for English learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased English language proficiency of EBs. Decrease in achievement gap between student groups. Higher percentage of EBs exiting the ESL program.</p> <p><b>Staff Responsible for Monitoring:</b> Central Office Admin, LPAC Campus Coordinators, Principals, Teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Cultivate and support student organizations at all grade levels through participation in fine arts, career and technology, athletics, clubs, and academic activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students participating in student activities and organizations.</p> <p><b>Staff Responsible for Monitoring:</b> Central Office Administration, CTE Coordinator, Athletic Director, Principals</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Promote good sportsmanship, healthy competition and good character through extracurricular programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved positive behaviors and good character of students.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Central Office Administrators, Campus Leadership, Athletic Director and Coordinators, Teaching and Coaching Staff, Extracurricular Sponsors</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Continue to assess facility needs and develop/update maintenance plans of the district; report to the Board on needs of each facility and problematic areas including recommendations for improvement and future structures.</p> <p><b>Strategy's Expected Result/Impact:</b> Continued practice of providing safe and well maintained learning spaces.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Maintenance &amp; Operations, CTE Coordinator, Finance Director, Principals</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Continue ensuring literacy instructional practices to align with those of the science of teaching reading and evidence-based literacy instruction through the implementation of HISD's "Literacy Vision and Framework."</p> <p><b>Strategy's Expected Result/Impact:</b> Building the capabilities of all of our students as listeners, speakers, readers, writers, and critical thinkers is key to developing the attributes of our Portrait of a Learner.</p> <p><b>Staff Responsible for Monitoring:</b> Central Office Admin, Instructional Coaches, Principals, Teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Continue to develop systems and structures established through Region 12 and participate in Texas Instructional Leadership (TIL) work, focusing on campus-based culture and routines, as well as observation and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses will build teachers' instructional capacity and a campus culture of aligned mission, vision and goals.</p> <p><b>Staff Responsible for Monitoring:</b> Central Office Admin, Principals</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> All campuses will continue to ensure writing occurs across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Student writing will improve across all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Central Office Admin, Principals, Instructional Coaches, Teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Through vertical alignment, grades K-8 will have a deeper focus on science concepts and promote critical thinking skills among students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' performance on STAAR will improve due to understanding science concepts and enhanced critical thinking skills.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Central Office Admin, Principals, Instructional Coaches, Principals, Teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> Continue to focus on quality math instruction in grades K-12 to ensure students will gain math fluency, algebraic reasoning, computational, and problem-solving skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved math skills that result in student growth and success on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Central Office Admin, Principals, Instructional Coaches, Teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> Provide opportunities for professional development and for PLC time for campus-level special education staff to collaborate with district-level Special Education staff regarding improving special education practices that will improve student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic achievement in the special education sub-group.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Executive Director of Curriculum, Executive Director of HR/ Campus Support, Director of Special Programs, Principals</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> Based on the Comprehensive Local Needs Assessment (CLNA) review, the district will implement the following-</p> <p>Retain our Career and Technical Education (CTE) coordinator position</p> <p>Build upon existing CTE courses at the junior high level, including the addition of Business Information Management (BIM)</p> <p>Continue utilizing our College, Career, and Military Readiness (CCMR) tracking program</p> <p><b>Strategy's Expected Result/Impact:</b> Improved CTE programming which will positively impact CCMR.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Central Office Admin, Coordinator of CTE, High School Principal, Junior High Principal, CTE teachers</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Campuses are continuing to face challenges with meeting the academic, social, and emotional needs of Emergent Bilingual (EB ) and Special Education students. <b>Root Cause:</b> The growth of the EB student population and mobility issues concerning SPED and EB students have limited the implementation of effective instructional strategies to support learning, language, and cultural needs and differences based on demographics.</p>
<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> AA students are performing below other student groups. <b>Root Cause:</b> Lack of consistent implementation of specifically designed instructional strategies.</p> <p><b>Problem Statement 2:</b> Students in SPED are performing below their non-SPED peers. <b>Root Cause:</b> Lack of consistent implementation of specifically designed instructional strategies.</p> <p><b>Problem Statement 3:</b> In all tested grade levels, EB students are scoring lower than non-EB peers on State assessments. <b>Root Cause:</b> Lack of consistent implementations of linguistically appropriate instruction.</p>
<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 1:</b> Vertical alignment is not occurring consistently across all content areas in the district. <b>Root Cause:</b> District and campus leaders have not consistently prioritized vertical alignment across the district in all content areas.</p> <p><b>Problem Statement 2:</b> Not all classrooms provide daily instruction aligned with the depth of the state standards in TIER 1 instructional settings. <b>Root Cause:</b> Not a deep understanding of instruction &amp; content knowledge by some teachers.</p>
<b>Technology</b>
<p><b>Problem Statement 2:</b> Some teachers lack the knowledge and comfort level to provide novel and multi-modalities for students to create products and show high levels of learning. <b>Root Cause:</b> Teachers lack necessary knowledge and/or buy-in to the importance of 21st century learning styles.</p>

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

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

**High Priority**

**Evaluation Data Sources:** Lesson plans, observations and walk-throughs, ClassLink data, curriculum resources data, student work, meeting/training agendas and sign-in sheets, website, training notes, HR data reports, induction program feedback/surveys, graduation data, CCMR data, parent meeting sign-in sheets and presentations, course catalog, co-cohort data review, transcripts, Safe Schools documentation, Tip line documentation, ParentSquare data, counselor logs, Board policy, RDA report, accountability report.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote meaningful and authentic learning experiences that are aligned to the specificity of the student expectations of the TEKS and include student choice, interest, technology integration, and real-world relevancy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in designing meaningful work which will lead to student growth and mastery of TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Central Office Administration, Principals, Instructional Coaches, Technology Innovation Coach, Teachers</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Focus recruiting efforts on seeking out the best and brightest professionals and paraprofessionals who are not only aligned with district needs and priorities but also share the district's beliefs about teaching and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of qualified applicants.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Executive Director of HR/Campus Support, Financial Director, Principals</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to provide an effective teacher induction and mentoring program that provides on-going support to improve teaching and performance while promoting professional well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact can be measured by decrease of new teachers leaving the district after the first one to five years.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Executive Director of HR/Campus Support, Executive Director of Curriculum, Principals</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campuses will create a culture of college and post-secondary readiness that allow students on all campuses to participate in career education and awareness activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of career and post secondary opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum, Campus Leadership, Counselors, CTE Coordinator</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All students (JH and HS) and their parents will be provided information about higher education admissions, financial aid opportunities, and the need for students to make informed curriculum choices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of higher education opportunities and how high school courses impact college and career readiness decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Principals, Counselors, CTE Coordinator</p> <p><b>Problem Statements:</b> Family and Community Engagement 1</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Review cohort data to address students in danger of not graduating with cohort or dropping out of school; students lacking credit will be enrolled in credit recovery courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students graduating with cohort.</p> <p><b>Staff Responsible for Monitoring:</b> Central Office Administration, High School Administrative Team, Counselors, Teachers</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the number of bullying incidents occurring and discipline referrals; heightened awareness of signs of abuse, neglect or sexual harassment.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, District Level Administrators, Principals, Counselors, Teachers, Campus Nurses, School Resource Officers</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> All HISD staff members will be aware of suicide prevention protocols and requirements for parental and guardian notification procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of suicide prevention strategies and improved communication with parents for student safety.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Central Office Administration, Principals, Counselors, Campus Nurse, Teachers</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> HISD will review discipline data trends and training needs to identify areas of support for campus discipline and behavior support programs in order to maintain acceptable ISS, OSS and DAEP placements.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be fewer student placements in DAEP and ISS.</p> <p><b>Staff Responsible for Monitoring:</b> Central Office Administration, Campus Leadership, DAEP staff</p> <p><b>Problem Statements:</b> District Culture and Climate 1</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Promote a culture that focuses on personal development, emotional intelligence, and social skills that in turn lead to empathy, respect and responsibility.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact can be measured by a reduction of ISS placements and placements of students in behavior programs across the district.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Counselors and teachers on each campus will conduct lessons on conflict resolutions and violence prevention to promote healthy relationships through Choose Love.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved relationships among students and strong positive culture on campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Principals, Counselors, Teachers</p> <p><b>Problem Statements:</b> District Culture and Climate 1</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Dating violence will not be tolerated and procedures following board policy will be in place for reporting and notification to parents and recommended guidelines if a student is an alleged victim or perpetrator. Any student who has experienced dating violence or believes another student has experienced dating violence should immediately report to a teacher, school counselor, principal, police officer or other district employee. Any District employee who has direct or indirect knowledge of dating violence shall notify the District official and the Hillsboro police. Parents will be immediately notified. Students are made aware of the process of the choice filing charges and given referrals for safety and mental health. Programs that address harassment and dating violence will be offered to students. HISD SROs will be trained in current law and investigation tactics (including social media investigations) concerning dating violence.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will understand how to prevent and respond to adverse situations using healthy strategies. Students will understand how to seek help for themselves or others using effective methods</p> <p><b>Staff Responsible for Monitoring:</b> ALL staff</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> The District will continue to update the Emergency Operations Plan based on guidance from the Texas School Safety Center and TEA and embrace school-centered emergency management strategic and operational processes before, during and after an emergency.</p> <p><b>Strategy's Expected Result/Impact:</b> The plan educates staff, faculty, students and other key stakeholders about their roles and responsibilities before, during and after an incident. It also provides parents and other members of the community with assurances that the district has established guidelines and guidance to respond to incidents or hazards in an effective and efficient way.</p> <p><b>Staff Responsible for Monitoring:</b> ALL district staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> District staff will perform regular campus and facilities physical safety inspections and make adjustments at campuses in a quick and timely manner as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect HISD staff (maintenance, nutrition and custodial) to become diligent, attentive, and proactive to continually improve/maintain physical safety at each facility throughout the district.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Central Office Directors</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> The District will implement a reunification walkthrough involving staff to ensure all understand their role in the event of reunification.</p> <p><b>Strategy's Expected Result/Impact:</b> Practice, understand and speak a common language as well as being familiar with their procedures in order to have a successful outcome in the event a major emergency occurs within our school system.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Incident Command Team, Principals, Staff involved in reunification process</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Identify barriers to student success and re-engage targeted student groups with their school community: *Chronic absenteeism *At risk of dropping out *Off grade level cohort</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease chronic absent rates; decrease drop-out rate; increase graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Central Office Administration, Principals, Assistant Principals</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 4 - Family and Community Engagement 1</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Provide behavioral management training to campus administrators, focusing on proactive intervention strategies to improve student conduct.</p> <p><b>Strategy's Expected Result/Impact:</b> Student behavior will improve as seen by student discipline data.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Central Office Admin, Principals</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> HISD will continue its collaborative efforts with the Hillsboro Police Department to recruit and onboard a fourth School Resource Officer (SRO) for the district. While this position remains vacant, the following measures are in place: A Good Cause Exemption has been secured to ensure compliance with relevant regulations. The Hillsboro Police Department will provide substitute SROs to maintain a consistent law enforcement presence on campuses. HISD and Hillsboro PD will work jointly to identify and attract qualified candidates to fill the permanent SRO position.</p> <p><b>Strategy's Expected Result/Impact:</b> Hiring of fourth SRO.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Executive Director of Curriculum, Executive Director of HR/ Campus Support</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> HISD will continue to implement graduated sanctions in order to decrease the number of incidents of students vaping.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of students vaping thus lowering the number of students assigned to DAEP. Students health will also be positively impacted.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Executive Director of Curriculum, Campus SROS, Principals</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> Regular weekly meetings on each campus involving both campus and district leadership focus on key areas, including attendance, curricular needs, discipline, and staffing.</p> <p><b>Strategy's Expected Result/Impact:</b> These meetings allow district leadership to remain informed and respond proactively to emerging concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director, HR &amp; Campus Support; Executive Director, Curriculum and Compliance</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 21 Details	Reviews			
<p><b>Strategy 21:</b> Offer targeted support and development opportunities for SOE instructors to facilitate certification program completion and exam success.</p> <p><b>Strategy's Expected Result/Impact:</b> Enable the district to employ effective certified teachers and improve retention rates.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director HR &amp; Campus Support, Executive Director of Curriculum, HR Coordinator</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 22 Details	Reviews			
<p><b>Strategy 22:</b> The Human Resources department will represent the district at job fairs to identify and recruit top-quality teaching and support personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of highly qualified teacher candidates in the applicant pool and decrease the number of emergency certifications and long-term substitutes.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Executive Director, HR and Campus Support, HR Coordinator</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2</p>	Formative			Summative
	Dec	Mar	June	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 4:</b> Lack of consistent student attendance has had a negative impact on student achievement. <b>Root Cause:</b> Parent lack of awareness of the importance of education and consistent school attendance and not understanding the connection of attendance and learning. Fidelity of system implementation to support student attendance.</p>
<b>District Culture and Climate</b>
<p><b>Problem Statement 1:</b> The district recognizes an opportunity to enhance its discipline framework by incorporating more behavior interventions and support strategies across all campuses. <b>Root Cause:</b> Consistent behavior interventions are not being implemented on every campus.</p>
<b>Staff Quality, Recruitment, and Retention</b>
<p><b>Problem Statement 1:</b> The district continues to have a high rate of teacher turn-over. <b>Root Cause:</b> Many younger teachers would rather be in larger cities, not necessarily because of pay, but lifestyle. However, experienced teachers are leaving for increased salaries. In certain areas, a lack of a supportive culture contributes to increased turn-over.</p>
<p><b>Problem Statement 2:</b> HISD experiences limited applicant pool in all areas. <b>Root Cause:</b> Several more qualified personnel may not apply due to Hillsboro ISD being a rural district.</p>

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** Vertical alignment is not occurring consistently across all content areas in the district. **Root Cause:** District and campus leaders have not consistently prioritized vertical alignment across the district in all content areas.

**Problem Statement 2:** Not all classrooms provide daily instruction aligned with the depth of the state standards in TIER 1 instructional settings. **Root Cause:** Not a deep understanding of instruction & content knowledge by some teachers.

**Family and Community Engagement**


**Problem Statement 1:** Parents are not fully engaged in the life of the school. **Root Cause:** Many parents work long hours, and some feel disconnected due to language barriers, lack of child care, safety protocols that limit access, and a lack of understanding of the structure and importance of school. They also lack knowledge of how to utilize district communication tools.

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

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

**Evaluation Data Sources:** Agenda, sign-in sheets, communication logs, event publicity, club membership rosters, copies of newsletters, website, observation and review of apps and social media, meeting minutes, newspaper articles.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campuses will host parent conferences and provide a variety of opportunities such as PTO, Booster Clubs, and the ability to serve on the District or Campus Advisory committee.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase external and internal communication capacity as to improve communication.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Problem Statements:</b> Family and Community Engagement 1</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HISD will provide "Hillsboro Highlights" a digital monthly newsletter to the public distributed online in both English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased external and internal communication capacity as to improve communication.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Communications, Executive Assistants</p> <p><b>Problem Statements:</b> Family and Community Engagement 1</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communicate through the district website, social media, ParentSquare, and StudentSquare to enhance communication efforts.</p> <p><b>Strategy's Expected Result/Impact:</b> Continuous website and social media updates in order to provide communication.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Communication</p> <p><b>Problem Statements:</b> Family and Community Engagement 1</p> <p><b>Funding Sources:</b> - Federal, - State, - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The School Health Advisory Council (SHAC) will meet a minimum of 4 times per year and communicate updates to board and stakeholders; host Good to Go Back to School Fair in August prior to the start of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of mental, physical, and social issues facing families in our community.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Executive Director Curriculum, Executive Assistants, SHAC</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> HISD will continue to foster a positive relationship with the local newspaper and radio.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved lines of communication that will increase community/school/parent partnerships.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Central Office Administrators, Director of Communications</p> <p><b>Funding Sources:</b> - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> HISD will continue to solicit input from all stakeholders (teachers, staff, students, parents, and community) to plan and make recommendations for district improvements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase communication effectiveness and input from stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Directors, Principals, Teachers</p>	Formative			Summative
	Dec	Mar	June	June
				

**Performance Objective 1 Problem Statements:**

Family and Community Engagement
<p><b>Problem Statement 1:</b> Parents are not fully engaged in the life of the school. <b>Root Cause:</b> Many parents work long hours, and some feel disconnected due to language barriers, lack of child care, safety protocols that limit access, and a lack of understanding of the structure and importance of school. They also lack knowledge of how to utilize district communication tools.</p>

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance