

Hillsboro Independent School District

Hillsboro High School

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Preparing Today's Students for Tomorrow's World

Vision

Hillsboro ISD - the Choice for Student Success

Value Statement

Each student is valued.

All teachers lead and every leader teaches.

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

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

Everyone in our community impacts the success of our school.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. HHS Student & Staff Demographics

Student Population (Total Enrollment: 580)

- **African American:** 8.6%
- **Hispanic:** 66.1%
- **White:** 20.6%
- **Two or More / Other Races:** 3.4%

Student Programs & Services

- **Gifted and Talented:** 3.9%
- **English Language Learners (ELL):** 21%
- **At Risk:** 52.6%
- **Economically Disadvantaged:** 72.5%
- **Special Education:** 18.6%
- **504 Plans:** 4.5%
- **Student Attendance:** 94%–96% consistently, with home contact to address tardiness or absences.

ELL Support

- Support is provided through classroom instruction with **Ms. Davila**, as well as resources for classroom teachers via the **library reference materials, District ELL Coordinator**, support staff, and **TELPAS data**.

Staff Demographics (Total Staff: 63)

- **Male:** 46.8%
- **Female:** 53.2%
- **Hispanic:** 12.6%
- **White:** 78.6%
- **African American:** 4.4%
- **Two or More / Other Nationalities:** 5%

Average Class Size

- **English:** 12.6
- **Foreign Language:** 18.5
- **Math:** 14.1
- **Science:** 16.5
- **Social Studies:** 18.1

Demographics Strengths

Special Inclusion Support & Student Engagement at HHS

Academic Support & Inclusion

- HHS provides **special inclusion support**, with some positions no longer designated solely as inclusion coaches.
- Support focuses on students with learning challenges in **Resource Algebra, Geometry, English 1, and English 2** this year.
- Teachers, administrators, and students **prioritize positive relationships** and engagement, both academically and through extracurricular activities.

Student Retention & Mental Health

- Dropout rates are addressed through multiple programs: **Positive Credit Recovery Lab, Hillsboro University (HU/HUD), and Eagle Academy.**
- **T-Chat**, an online mental health resource, has been added to provide student check-ins and monitor mental health effectively.

Leadership & Campus Support

- **Monthly leadership meetings** focus on addressing student needs across campus.

- **Weekly leadership meetings** emphasize teacher support and overall campus operations, ensuring alignment with instructional and student success goals.

HHS is committed to **providing targeted support for all learners**, fostering engagement, and ensuring both academic success and social-emotional well-being for every student.

Demographics Needs

Improve daily attendance rate

Continued support for ELL students especially in English courses

Recruit more minority teachers and staff as related to student demographics

Problem Statements Identifying Demographics Needs

Problem Statement 1: HHS continues to experience obstacles in meeting the needs of our students experiencing various mental health issues.

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

Student Achievement

Student Achievement Summary

Algebra I

Spring 2019 - Approaches - 65%, Meets - 29%, Masters - 13%
Spring 2021 - Approaches - 83%, Meets - 56%, Masters - 34%
Spring 2022 - Approaches - 94%, Meets - 66%, Masters - 41%
Spring 2023 - Approaches - 92%, Meets - 57%, Masters - 27%
Spring 2024 - Approaches - 86%, Meets - 42%, Masters - 12%
Spring 2025 - Approaches - 86%, Meets - 54%, Masters - 25%

Biology

Spring 2019 - Approaches - 89%, Meets - 53%, Masters - 16%
Spring 2021 - Approaches - 88%, Meets - 58%, Masters - 19%
Spring 2022 - Approaches - 92%, Meets - 61%, Masters - 24%
Spring 2023 - Approaches - 95%, Meets - 66%, Masters - 21%
Spring 2024 - Approaches - 97%, Meets - 59%, Masters - 11%
Spring 2025 - Approaches - 98%, Meets - 68%, Masters - 20%

US History

Spring 2019 - Approaches - 89%, Meets - 63%, Masters - 25%
Spring 2021 - Approaches - 93%, Meets - 81%, Masters 54%
Spring 2022 - Approaches - 96%, Meets - 75%, Masters - 41%
Spring 2023 - Approaches - 97%, Meets - 76%, Masters - 38%
Spring 2024 - Approaches 98%, Meets - 72%, Masters - 31%
Spring 2025 - Approaches - 92%, Meets - 54%, Masters - 17%

Eng I

Spring 2019 - Approaches - 60%, Meets - 46%, Masters - 8%
Spring 2021 - Approaches - 66%, Meets - 49%, Masters - 14%
Spring 2022 - Approaches - 72%, Meets - 59%, Masters - 11%
Spring 2023 - Approaches - 80%, Meets - 60%, Masters - 8%
Spring 2024 - Approaches - 78%, Meets - 65%, Masters - 11%
Spring 2025 - Approaches - 84%, Meets - 69%, Masters - 21%

Eng II

Spring 2019 - Approaches - 62%, Meets - 39%, Masters - 3%

Spring 2021 - Approaches - 71%, Meets - 49%, Masters - 8%
Spring 2022 - Approaches - 79%, Meets - 63%, Masters - 10%
Spring 2023 - Approaches - 82%, Meets - 64%, Masters - 5%
Spring 2024 - Approaches - 84%, Meets - 64%, Masters - 5%
Spring 2025 - Approaches - 81%, Meets - 66%, Masters - 9%

Student Achievement Strengths

Course Selection & Academic Support at HHS

Course Selection & Individual Planning

- Each year, HHS hosts a **Course Selection Day/Night** for incoming Freshmen and their parents.
- **Administrators and counselors meet individually** with each student and parent to review educational pathways, graduation plans, and available opportunities at HHS.
- Course selection allows for **accelerated instruction** through Pre-AP and AP courses.
- Teachers implement **accommodations and modifications** for students who need additional support, as outlined in their IEP or 504 plans.

Academic Support & Monitoring

- Further support is provided via **after-school tutorials** to help students succeed academically.
- State standards are aligned with **report card data** and **school-administered benchmark exams**, ensuring consistency in instruction and assessment.

Counseling & Student Support

- Each counselor manages **two grade levels**, providing individualized guidance, monitoring progress, and supporting students' academic and personal growth.
- The **Special Education Department** provides support to both students with special needs and their teachers, ensuring accommodations are implemented effectively.

HHS is committed to **personalized academic planning and support**, helping each student reach their full potential while maintaining high standards.

Student Achievement Needs

Cross curricular collaboration to increase vertical and horizontal alignment within the departments as well as across departments.

Continued focus on ELL students

Continued focus on large Soph class (especially at-risk males)

Problem Statements Identifying Student Achievement Needs

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

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

School Culture and Climate

School Culture and Climate Summary

Campus Safety & Culture at HHS

HHS is committed to providing a **safe and productive learning environment** for all students and staff. The campus continually seeks ways to improve safety and support positive behavior.

Safety Measures

- **Vape and noise sensors** have been installed in all restrooms to reduce e-cigarette use and prevent slap-boxing incidents.
- The **Student Conductor system** helps manage hallway traffic and track student passes, enhancing overall safety.
- **Drug testing** has been expanded to more extracurricular programs, and **drug dog visits** occur each semester.

Campus Culture & Climate

- Surveys indicate that the majority of students **feel respected** by staff and peers.
- Positive behavior has improved over recent years for a small but notable portion of students.
- Teacher incentives have contributed to **staff recruitment and retention**, supporting a stable and motivated workforce.
- The campus emphasizes a **positive culture**, celebrating student and staff achievements regularly to foster pride and engagement.

HHS is committed to continually improving **both safety and culture**, ensuring that students can learn in a supportive and respectful environment.

School Culture and Climate Strengths

School-Wide Safety & Campus Culture at HHS

Safety Planning & Implementation

- The **school-wide safety plan** is reviewed at the beginning of each school year to ensure all staff are aware of protocols.
- The campus **practices drills frequently** to prepare students and staff for various situations.
- The **digital Raptor system** has been implemented to improve communication during drills and actual events, creating a **less stressful environment** for teachers and providing peace of mind.
- The **Emergency Operations Plan (EOP)** is accessible to all teachers via a shared drive for quick reference.

Positive Campus Culture

- HHS emphasizes a **“United Front” mentality**, ensuring all staff have buy-in regarding campus expectations while fostering a **family-like atmosphere**.
- The focus is on **celebrating successes** and maintaining a respectful and supportive environment for students and staff.

HHS remains committed to maintaining a **safe, structured, and positive learning environment**, balancing safety protocols with a culture of collaboration and care.

School Culture and Climate Needs

Need to increase school pride and spirit amount the administration, staff, students, and community.

Have more involvement with the community and parents of HHS

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Consistency across the campus in all departments incorporating resources, programs, and technology.

Root Cause: Teachers discontinue resources and program due to appropriate level of understanding in relation to both teacher(s) and students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Retention & Support at HHS

Teacher Retention & Staffing

- Teacher retention rates vary from year to year; however, retention was slightly better this past year with fewer teachers leaving.
- HHS welcomed **20 new staff members** this school year.
- At the start of the year, HHS had teachers in all subject areas. Some teachers were not yet certified in their teaching areas but are actively working toward certification this year.

Support & Professional Development

HHS provides multiple supports to help teachers succeed and remain at the campus:

- **New Teacher Orientation** to help staff acclimate to the campus culture and expectations
- **Mentor Program** connecting new teachers with experienced staff
- **Department Chairs** to provide guidance and support within content areas
- **Instructional support** through Region 12 resources
- Dedicated **time to work in classrooms** at the beginning of the year
- Newly implemented **4-day work week**, offering teachers additional workdays several times a month to combat fatigue and burnout. Teachers use this time for meetings, PLCs, staff development, planning, and completing paperwork.

HHS prioritizes staff support and professional growth to maintain a high-quality, stable teaching team focused on student success.

Staff Quality, Recruitment, and Retention Strengths

Staff Development & Support at HHS

HISD and HHS provide a variety of **professional development and support structures** to ensure teacher growth and success:

Professional Development

- **District Summer Academies** provide training and skill-building opportunities for staff.
- **Ongoing in-service** sessions are conducted throughout the school year for teachers and staff.

- **Walkthroughs and classroom observations** are conducted by administration to provide feedback and support.

New Teacher Support

- **New Teacher Orientation** helps incoming staff acclimate to the campus and expectations.
- **Mentor Program** includes regular meetings during the school year to guide and support new teachers.

Campus Support Structures

- **Positive Department Chairs** provide guidance and collaboration within content areas.
- **Four-Day Work Week** gives teachers dedicated time for planning, meetings, professional development, and completing paperwork, helping to reduce fatigue and support work-life balance.

HHS is committed to **supporting staff professionally and personally**, ensuring they have the tools and resources needed to succeed and positively impact student achievement.

Staff Quality, Recruitment, and Retention Needs

Teachers inability to adapt to new changes

Teacher having a “team” approach

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Deficit of teachers state wide.

Root Cause: Lack of qualified candidates on a regular basis leads to yearly turnover. Rural location of district to younger candidates and teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Classroom Observations & Coaching

- Administrators conduct **weekly classroom observations** for all core content teachers and **bi-weekly observations** for elective teachers.
- HHS employs an **Instructional Coach** who works weekly with teachers, with emphasis on supporting **Tier 2 and Tier 3 teachers**.
- Teachers receive **weekly feedback on lesson plans**, supported through contracted lesson plan support services.

Lesson Planning & Curriculum Alignment

- All teachers complete a **standardized lesson plan format** across campus.
- Teachers document **TEKS and ELPS** in lesson plans, with expectations to use **authentic, real-world examples** as part of our campus “design” qualities.
- Teachers utilize **SEs, YAGs, and pacing guides** aligned to state standards. YAGs are created at the start of the year, and in tested subjects, pacing guides are built to address low-performing areas identified on state assessments.
- Teachers “**unpack the TEKS**” each six weeks to ensure proper depth and complexity.
- **Lead4Ward documents, TEKS Resource System, textbooks, and subject-specific materials** are used to guide instruction.
- Adoption of new instructional materials includes teacher-administrator collaboration to ensure alignment through a structured **guide/checklist process**.

Data-Driven Instruction

- Teachers administer **Campus Based Assessments (CBAs)** and participate in **Data Meetings** after each CBA to review student success and growth areas.
- Teachers complete **item analyses** each fall using the previous year’s data and build lessons to address identified weaknesses.
- Teachers and students are both encouraged to analyze assessment data, fostering accountability and ownership of learning.
- Released **EOC tests, DMAC-created assessments, and assessment guides** are used regularly, with clear criteria set by administrators.
- Teachers are required to **reteach based on data** to address learning gaps.

Support for Diverse Learners

- Teachers implement strategies from the campus **ESL chart** and collaborate with Mrs. Sanders on **ESL, 504, and SST strategies**.
- Teachers are expected to **increase the rigor in Pre-AP and AP classes**, in response to both teacher and student feedback.
- **Engenuity computer learning platform** and **tutorial opportunities (HU)** are available to provide differentiated support.

Collaboration & Professional Learning

- Teachers engage in **common planning** within departments and across grade levels, ensuring both horizontal and vertical alignment.
- **Design Time** is used to explore **research-based best practices**, supported by professional readings and discussions.
- Teachers plan both individually and in teams, with opportunities for **goal setting and student data tracking** built into the process.
- Objectives are consistently **posted and referenced in instruction** to align lessons with learning goals.

Campus Commitment

- Instructional decisions are guided by **campus and district plans**, always keeping student achievement as the central focus.
- By leveraging **formative and summative assessments**, rigorous planning, and student-centered design, HHS ensures instruction is aligned, responsive, and purposeful.

Curriculum, Instruction, and Assessment Strengths

Instructional Practices & Cross-Disciplinary Learning

With T-TESS requirements, teachers are encouraged to incorporate cross-disciplinary strategies more than ever. Teachers integrate **reading strategies** and **writing opportunities** in their classes, even if they are not English teachers, to enhance student literacy skills. Instruction is aligned to **TEKS, ELPS, and CCRS**, and lessons are taught at high levels to promote critical thinking, creativity, collaboration, and communication (the 4Cs).

Administrators conduct **routine classroom observations** for all core content and ancillary teachers to provide feedback and ensure instructional quality. Teachers employ **formative assessments daily**, while state-tested courses utilize **CBAs and benchmarks** to analyze student learning. Data from these assessments informs **reteach and remediation plans** tailored to each student.

Campus Based Assessments & Data Meetings

Teachers conduct CBAs and hold **Data Meetings** after each assessment to review student success and identify areas for growth. This collaborative approach allows teachers to make **data-driven decisions** and monitor progress continuously. All teachers follow a **standardized lesson plan format** to ensure consistency across the campus.

Technology & Dual Credit Opportunities

HHS has expanded **one-to-one technology** for students through the BRIDGE program (Freshmen–Seniors) and continues to increase **dual credit offerings** to prepare students for college and career readiness. Teachers are supported in leveraging technology effectively through PD and resources.

Professional Development & Staff Support

The campus prioritizes retaining and developing quality staff through recognition (Staff Member of the Month, Teacher of the Year, verbal affirmations), ongoing support via the **induction program**, department teams, and multiple avenues for professional growth.

Professional development is offered through:

- Campus resources

- Region 12
- Various other venues and formats, including flipped learning, webinars, online book studies, and face-to-face sessions
- BRIDGE program offerings for technology integration

Teachers can request additional PD opportunities, subject to approval. All teachers receive **12 hours of PD each summer**, covering CPR, technology, book studies, and student demographics.

Follow-Up & Communication

Campus administrators provide continuous support through **monthly staff meetings**, communication, affirmation, and feedback. Additional support is available via routine **ILCs**, **monthly Department Chair meetings**, and administrators' **open-door policies**.

HHS is committed to creating a **supportive, data-driven, and student-centered learning environment** while ensuring teachers have the resources, training, and professional support necessary to excel.

Curriculum, Instruction, and Assessment Needs

Make more interdisciplinary connections.

No grade level planning time.

Have another “edcamp”. This fun professional development offered many new ideas from our very own staff.

Include new and improved differentiation learning PD

Offer assessment fresher PD

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Root Cause: Availability and qualifications of teachers.

Family and Community Engagement

Family and Community Engagement Summary

Parental Involvement & Community Engagement at HHS

Communication with Parents

- HHS uses **ParentSquare** to communicate efficiently and effectively with families.
- Communications are **translated** as needed to ensure accessibility for all members of our community.
- Teacher expectations for parental involvement are continuously improving, fostering stronger connections between home and school.

Parent & Community Participation

- Parents actively run **Booster Clubs** for many extracurricular activities, supporting student programs and events.
- HHS is implementing the **Mentors Care Program** to further involve parents and community members in student support.
- Parents participate in **DEIC (District Education Improvement Council)** and **CIPC (Campus Improvement Planning Committee)**, contributing to decision-making and campus initiatives.
- **Board meetings** are open to the community, promoting transparency and engagement.
- The campus maintains multiple **community partnerships**, providing additional resources and support for students.

Campus Climate for Families

- Efforts to make parents feel **welcome and included** on campus are progressing, creating a more inclusive and supportive school environment.

Family and Community Engagement Strengths

- **Parent Engagement & Communication at HHS**

- **Course Selection & Academic Planning**

- Each year, HHS hosts a **Course Selection Day/Night** for incoming Freshmen and their parents.
 - **Administrators and counselors meet individually** with each student and parent to review educational pathways, graduation plans, and opportunities at HHS.

- **Parental Involvement & Booster Clubs**

- Parents actively participate in **Booster Clubs**, including Athletic, Band, and AG Boosters, supporting extracurricular programs and events.

- **Communication Channels**

HHS uses multiple platforms to keep parents and the community informed about student success and campus initiatives:

- **HHS Social Media:** Facebook page for the high school
- **HHS / HISD website**
- **ParentSquare** for efficient, translated communication
- **HHS Eagle Newsletter**
- **Campus and District Calendars**

- These communication strategies ensure families are well-informed, engaged, and connected with student learning and school events.

Family and Community Engagement Needs

Athletic Booster Club volunteers working game concessions

Overall parent involvement in regards to informal parent meetings (held by Counselors)

Begin Co-op opportunities with local businesses.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized):

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

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

School Organization

School Organization Summary

Campus Theme: *One Goal: Many Paths, One Purpose*

Focus Areas & Goals

- **Attendance:** Maintain at least a 97% daily attendance rate.
- **Student Achievement:** Improve STAAR performance and classroom achievement, with an emphasis on closing gaps among sub-populations.
- **Graduation:** Maintain graduation rates at or above 98%.
- **Post-Secondary Readiness:** Increase participation and success in TSI, SAT, and ACT.
- **Student-Centered Learning Environment:** Provide engaging, supportive, and rigorous instruction for all learners.

Support Systems for Student Success

- **Hillsboro University (HU):** After-school support every Tuesday and Wednesday, offering tutoring from teachers and peer tutors, and a space for completing missing assignments.
- **HUD, Tutoring, and Lunch Detentions:** Additional opportunities for reteach, intervention, and assignment completion.
- **Career & Technical Education (CTE):** Continued growth in vocational programs. Students have opportunities to earn certifications in welding, construction, technology, and culinary arts, preparing them for both college and workforce readiness.

Monitoring & Communication

- **Monitored through:** 6-week grades, CBAs, benchmarks, weekly attendance reports.
- **Communicated via:** TEKS alignment, benchmark/CBA results, attendance reports, grades, and department meetings.
- **Analyzed by:** Data disaggregation and analysis meetings, with priorities based on sub-populations and identified needs.

Expectations

- Improvements in passing rates, grades, attendance, and performance on EOC/STAAR.
- Collaborative responsibility across both the **formal chain of command** (administrators and department chairs) and the **informal chain of command** (peer collaboration).

School Organization Strengths

At Hillsboro High School, we are committed to improving student academic achievement with a strong sense of urgency and purpose. Structures are in place to ensure consistent communication, collaboration, and instructional planning across the campus.

Faculty & Department Meetings

- Faculty meetings are held monthly to highlight concerns and implement plans for improvement.
- Departments also meet monthly, ensuring that information provided to department chairs is relayed promptly to staff.
- Administrative staff prioritize needs in partnership with department chairs so the most pressing issues are addressed first.

Collaboration & Planning

- Many subject areas share common conference/planning periods, allowing time for data discussions and collaborative instructional planning.
- Expectations for each planning period include preparing for upcoming classes and completing tasks directly tied to supporting student learning.
- Teachers benefit from both **horizontal alignment** (within grade levels) and **vertical alignment** (across grade levels and subjects) through structured collaboration.

Instructional Expectations

- Teachers design personal lesson plans aligned with curriculum, scope and sequence, and daily objectives to ensure instruction is purposeful and targeted for improvement.
- CBA's, benchmarks, testing calendars, and spiraling chapter/unit tests are utilized to monitor progress and make necessary mid-course adjustments.

Communication & School Culture

- HHS maintains an **open-door policy**, encouraging teachers to share opinions and ideas through faculty meetings, department meetings, and the design team.
- The master schedule is designed to maximize instructional time, with minimal interruptions to learning.
- Our campus physical environment and daily routines are structured to keep instruction at the center of everything we do.

School Organization Needs

Continued focus and continued PD in regards to disaggregation data (CBA's, Benchmarks, State Assessments)

Continued focus on common planning times

Cross curricular planning

Review of crisis management plan (in regards to drills)

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): Lack of consistency among all staff members and teachers to model the campus beliefs including but not limited to: culture and climate, using best teaching practices, and building meaningful / educational partnerships with students and parents.

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

Technology

Technology Summary

Hillsboro High School is a **1:1 campus**, ensuring that every student has access to a Chromebook device for learning. The district's **Mobile Device Management (MDM) system** is in place to monitor and manage technology usage, ensuring safety and appropriateness at all times.

Technology Access for Students

- Personal Chromebook devices for all students
- TI-Nspire calculators available for math and science courses
- Computer labs to support specialized instruction
- Interactive and Smart TVs for classrooms to enhance instruction

Training & Support

- **BRIDGE Training**, provided by the district, equips staff with strategies for integrating technology effectively.
- Ongoing, **meaningful professional development** is prioritized for teachers who may need additional support with technology integration.

Technology Growth & Expansion

- Increased **CTE course offerings** related to technology, preparing students for workforce readiness.
- Continued investment in instructional technology, including the purchase of additional Smart TVs for classrooms.

At HHS, technology is viewed as a tool to **enhance instruction, provide equity in access, and prepare students for postsecondary success.**

Technology Strengths

Hillsboro High School is a **1:1 campus** for all grade levels—Freshmen, Sophomores, Juniors, and Seniors—ensuring equitable access to technology for every student.

Professional Development & Training

- Ongoing professional development is provided to support teachers with **technology integration** in the classroom.
- District-level training opportunities ensure staff can effectively use technology tools to improve instruction and student engagement.

CTE & Technology Expansion

- Increased **Career and Technical Education (CTE) course offerings** related to technology provide students with skills that prepare them for postsecondary education and the workforce.

At HHS, technology is not just a tool but a pathway to enhancing learning, supporting teachers, and preparing students for success beyond high school.

Technology Needs

- Barriers for technology include cost and effective teacher/student implementation
- Update teacher technology
- Projector and automated screen in the Cafeteria / Commons area. This is the largest area used by District and Campus for larger audiences for PD, Parent Meetings, Extra-Curricular Activities. Programs, and Banquets

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Consistency across the campus in all departments incorporating technology - resources and programs.

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Achievement

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

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

Problem Statement 2 Areas: School Organization

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

Root Cause 3: Availability and qualifications of teachers.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

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

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

Problem Statement 4 Areas: Family and Community Engagement

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

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

Problem Statement 5 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

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

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

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase implementation of vertically and horizontally aligned TEKS based curriculum through increased use of the HISD Curriculum Resources in all core contents.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments</p> <p>Staff Responsible for Monitoring: Leadership Team - Admin Team, Dept Leaders, Teachers</p> <p>Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development that reflects analyzed areas of need from student achievement data and that is research-based, systematic and sustained to improve student performance.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments</p> <p>Staff Responsible for Monitoring: Leadership Team - Admin Team</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor implementation of all improvement initiatives like planning using backwards design and increasing writing across all contents in order to sustain continued academic improvements.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments</p> <p>Staff Responsible for Monitoring: Leadership Team - Admin Team</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide teachers with performance data analysis from state assessments, benchmarks, and CBA's through the use of DMAC. Students will be a part of data analysis in EOC subjects through identifying errors and tracking their own progress.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Admin Team</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize a system for data analysis (DMAC) of state mandated tests and benchmarks with an increased focus on post-secondary readiness for our students.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team -Admin Team</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide professional development on integrating technology into instructional management and teaching / learning.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability Staff Responsible for Monitoring: Leadership Team - Admin Team</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Technology 1 Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Utilize technology to monitor teacher and student performance.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Technology 1 Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide services and programs for special education students. Participate in planning meetings to improve coordination of services and scheduling to enhance learning for students.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team - Special Education Teachers, General Ed Teachers</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide appropriate programs and support for bilingual / ESL learners (Newcomer classes, Independent English). Especially in the area of Reading / English... provide additional support through tutorials and research-based instruction.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June





Strategy 10 Details	Reviews			
<p>Strategy 10: Provide all children with the opportunity to meet proficient by offering various tutorials to include but not limited to: teacher tutorials and Hillsboro University (after school tutorials).</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Improve attendance Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team, Dept Leaders, Teachers</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Organization 1</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Provide all children with the opportunity to meet proficient by offering various credit recovery opportunities to include CAI classes at Hillsboro High School and CAI classes at HISD's Eagle Academy.</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Improve attendance Increase # of credits re-gained and earned Increased student engagement</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Eagle Academy Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June

Strategy 12 Details	Reviews			
<p>Strategy 12: Provide all children who qualify with the opportunity to exceed the highest level of achievement by offering Dual Credit Classes for qualifying students.</p> <p>Strategy's Expected Result/Impact: Increase opportunities for students to earn college credit</p> <p>Staff Responsible for Monitoring: Leadership Team, Counselors, Hill College Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Provide appropriate intervention and support for those students who have not met proficiency in Math. Provide additional support through tutorials and research-based instruction.</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades</p> <p>Increased student engagement</p> <p>Increased scores on both local and state assessments</p> <p>Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team, Core Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June

Strategy 14 Details	Reviews			
<p>Strategy 14: Provide appropriate intervention and support for those students who have not met proficiency in ELA. Provide additional support through tutorials and research-based instruction.</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team, Core Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Provide appropriate programs and support for Special Ed students who have not met proficiency in ELA. Provide additional support through tutorials and research-based instruction from both Special Ed teachers and Regular Ed teachers. Increase Co-Teaching opportunities with both Special Ed teachers and Regular Ed teachers.</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team, Sped Teachers and Core Teachers</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June

Strategy 16 Details	Reviews			
<p>Strategy 16: Provide appropriate programs and support for Special Ed students who have not met proficiency in Math. Provide additional support through tutorials and research-based instruction from both Special Ed teachers and Regular Ed teachers. Increase Co-Teaching opportunities with both Special Ed teachers and Regular Ed teachers.</p> <p>Strategy's Expected Result/Impact: Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p> <p>Staff Responsible for Monitoring: Leadership Team, Core Teachers and Sped Teachers</p> <p>Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 17 Details	Reviews			
<p>Strategy 17: Support programs to meet the needs of gifted / advanced (PAP / AP) students through differentiated instruction, advanced course offerings, academic competitions and other extra-curricular programs.</p> <p>Strategy's Expected Result/Impact: Improve and Increase achievement for GT/PAP/AP students on testing</p> <p>Staff Responsible for Monitoring: Leadership Team, Counselors, Hill College Staff</p> <p>Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June

Strategy 18 Details	Reviews			
<p>Strategy 18: Implement and Maintain Dual Credit Classes for qualifying Sophomores, Juniors and Seniors. Strategy's Expected Result/Impact: Increase and Improve dual credit offerings to HHS students Staff Responsible for Monitoring: Leadership Team, Counselors, Hill College Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 19 Details	Reviews			
<p>Strategy 19: Implement and maintain a standard lesson plan template to be used by all teachers - to be submitted each week. Administrators will check lesson plans weekly and provide feedback. Strategy's Expected Result/Impact: Increase and improve planing, Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 20 Details	Reviews			
<p>Strategy 20: Implement and maintain monthly Department Leaders meetings that will focus on student achievement. Strategy's Expected Result/Impact: Increase teacher ownership and accountability Staff Responsible for Monitoring: Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	June	June

Strategy 21 Details	Reviews			
<p>Strategy 21: Plan and set dates for continued TEKS unpacking throughout the school year; teachers work with district staff to unpack TEKS.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of State standards and aligned classroom instruction.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 22 Details	Reviews			
<p>Strategy 22: YAG revision and adjustments are made as necessary to support student instruction.</p> <p>Strategy's Expected Result/Impact: Student growth and success throughout the year.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: - 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:

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

Curriculum, Instruction, and Assessment

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

School Organization

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

Technology

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

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

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





High Priority

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

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

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

Strategy 6 Details	Reviews			
<p>Strategy 6: Review cohort data to address students in danger of not graduating with cohort or dropping out of school. Students lacking credit will be enrolled in credit recovery (CAI) courses.</p> <p>Strategy's Expected Result/Impact: Assist students in staying on course to graduate and not falling behind with regards to the required coursework needed to graduate.</p> <p>Staff Responsible for Monitoring: Leadership Team, Schroeder, Almuete</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Comply with all State mandated training programs to ensure the safety and security of all students in their education program. Training programs include, but are not limited to, Bullying Education, Reporting of Sexual Abuse and Maltreatment of Children, Suicide Prevention Training, Sexual Harassment in the Workplace, and Reporting of Neglect or Physical Abuse. Our teachers will utilize the SafeSchools platform for training.</p> <p>Strategy's Expected Result/Impact: Promote and encourage healthy relationships.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	June	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Elective teachers will build capacity in their classrooms to support academic content of Core / EOC courses and providing connections across all content disciplines.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and connections across disciplines.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: - Federal, State, Local</p>	Formative			Summative
	Dec	Mar	June	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Encouraging students to attend school everyday, contacting parents daily for those students who are tardy or absent, following truancy procedures and then filing truancy papers when necessary.</p> <p>Strategy's Expected Result/Impact: Improve student attendance rates.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Family and Community Engagement 1</p>	Formative			Summative
	Dec	Mar	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 1: Our HHS teachers need continued support and structure to plan effectively within their departments or with their co-teacher to ensure lessons are aligned to the standards and at the level of rigor needed for students to be successful and make growth. Root Cause: Our HS teachers are using the same lesson planning template, and they reflect on their planning on a regular basis. Inexperienced teachers have not had experience in writing good, quality lesson plans.</p>
Family and Community Engagement
<p>Problem Statement 1: At the HS campus level, lack of parent participation in regards to accessing Skyward (on-line grade book). Need for parent involvement in extra-curricular activities, school organizations, school functions, and Booster Clubs. Root Cause: Parents view their HS students as a young adult and allow them to address their educational needs individually. Parents have difficulty attending various school functions and activities due to work.</p>
School Organization
<p>Problem Statement 1: Lack of consistency among all staff members and teachers to model the campus beliefs including but not limited to: culture and climate, using best teaching practices, and building meaningful / educational partnerships with students and parents. Root Cause: We would like to have more teachers from Hillsboro, from this area, or have ties to this area. Not all teachers on our campus do not reflect our students in relation to socio-economic and ethnicity.</p>

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

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

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

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

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

Site Based Decision Making Committee

Committee Role	Name	Position
Community Member	Marilyn Hill	Non-School
Community Member	Kimmy Stanley	Non-School
Business Owner	Jesse Hayes	Non-School
Teacher	Kyle Bodeker	HHS Teacher
Teacher	Art Rangel	HHS Teacher
Teacher	Jeff Hawkins	HHS Teacher
Parent	Carrie Rogers	Non-School
Administration	Jo Hayes	Principal