Hillsboro Independent School District

Hillsboro Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: C

Distinction Designation
Postsecondary Readiness

Mission Statement

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

Vision

To be a compasionate community of successful leaders.

Value Statement

We promise to provide:

Connection before Curriculum

Data Driven Instruction with High Quality Materials

Positive Community Outreach

Safe & Supportive Environment

Effective & Timely Communication

EAGLE PRIDE with Courage and Compassion

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hillsboro Elementary School is a rural, Title I campus serving students from early education through third grade.

As of October 2025, our total enrollment is 623 students, distributed across grade levels as follows:

Grade Level	Number of Students
Early Education ("Bring-In")	5
Pre-Kindergarten	107
Kindergarten	133
First Grade	111
Second Grade	121
Third Grade	146

Our student body is highly diverse, with a significant majority identifying as Hispanic/Latino.

Student Group	Percentage of Enrollment
Hispanic/Latino	**65.0%**
White	19.1%
Black/African American	10.3%
Two or More Races	5.6%
Asian	<1%
American Indian	<1%

A large majority of our students are economically disadvantaged, and we serve a substantial population through specialized instructional programs.

Program/Instructional Group	Percentage of Enrollment
Economically Disadvantaged (24-25 Data)	**75.35%**
Bilingual	15.9%
English as a Second Language (ESL)	12.4%
Special Education (SpEd)	11.28%
Students with Current Student Support Team (SST) Plans	11.0%
Gifted and Talented Education (GATE)	1.8%
Dyslexic (24-25 Data)	2.77%
Section 504	<1%

Demographics Strengths

Our campus leverages key demographic and programmatic assets, including an accessible open-enrollment Pre-K program and a well-supported Transitional Early Exit Bilingual program staffed with both bilingual teachers and paraprofessionals. Furthermore, our commitment to early intervention is evidenced by a reduction of nearly 3% in students qualifying for Special Education services, demonstrating the effectiveness of our current support systems.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The current percentage of students achieving the Meets Grade Level and Masters Grade Level standards on the RLA and Math STAAR exams is unacceptably low.
Root Cause: Inconsistently providing timely, individualized intervention for students struggling to meet grade-level standards and not offering rigorous enrichment opportunities necessary to push high-performing students toward the Masters level of mastery.

Problem Statement 2 (Prioritized): Too many students at Hillsboro Elementary are not reading on grade level by third grade. The high number of students who are economically disadvantaged (75.35%) and emergent bilingual (28.3%) are not meeting foundational literacy expectations, which severely limits their future academic success.
Root Cause: Our high percentage of students facing economic disadvantage requires a level of support we are not consistently providing.

Problem Statement 3 (Prioritized): Hillsboro Elementary is not maximizing the academic potential of all students, creating an unbalanced system where instructional focus is highly reactive.
Root Cause: Hillsboro Elementary's multi-tiered system of support (MTSS) is not fully optimized. Data showing 11% of students in SST and only 1.8% in GATE demonstrates a systemic imbalance where resources are overly focused on deficit intervention, limiting equitable access to accelerated learning and enrichment for advanced students.

Student Achievement

Student Achievement Summary

Teachers at HES analyze student performance data from a variety of sources, including:

- ESGI software

- CLI Engage universal screener

- Curriculum-based assessments

- Formative and summative assessments

- MClass screenings

- i-Ready

The results from these assessments are used by teachers to differentiate instruction for students. This ongoing process of analysis reinforces HES's commitment to providing a rigorous and relevant curriculum to all students. The school plans to continue collaboration among staff to determine appropriate interventions based on the data.

2024-25 STAAR Scores:

	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%	**78%**	**42%**	**11%**
3rd ELAR	78%	52%	23%	76%	48%	18%	**80%**	**53%**	**19%**

Student Achievement Strengths

The 2024-2025 TEA A-F Accountability Ratings show Hillsboro Elementary received an overall rating of C (79). We also successfully earned the Postsecondary Readiness distinction designation.

Our comprehensive approach to vertical alignment and instructional excellence has successfully achieved consistent alignment between the Pre-Kindergarten curriculum and the Kindergarten through third-grade core reading and math instruction. This foundational strength is bolstered by our dedicated instructional coach and math specialist, increased focus on best instructional practices, and a commitment to the continued vertical alignment of the curriculum within the grade level TEKS, including the rigorous backwards design process, ensuring sustained academic growth across all early grades

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our campus faces significant achievement gaps, particularly in early literacy, foundational vocabulary acquisition, and overall school readiness.
Root Cause: We aren't consistently providing the level of support necessary for our high percentage of economically disadvantaged students.

Problem Statement 2 (Prioritized): The current percentage of students achieving the Meets Grade Level and Masters Grade Level standards on the RLA and Math STAAR exams is unacceptably low.
Root Cause: Inconsistently providing timely, individualized intervention for students struggling to meet grade-level standards and not offering rigorous enrichment opportunities necessary to push high-performing students toward the Masters level of mastery.

School Culture and Climate

School Culture and Climate Summary

Hillsboro Elementary strives to meet the needs of all students by integrating research-based instructional strategies and digital learning opportunities into every lesson. We foster an environment that promotes inquiry and creativity across all subjects. At the core of our mission is the development of the whole child—we design meaningful opportunities to help each student grow academically, emotionally, and socially, preparing them to be active contributors to a global community. HES staff is committed to a positive school culture, engaging in ongoing professional development and using the Choose Love framework.

24-25 Attendance	95.81%
23-24 Attendance	95.03%
22-23 Attendance	94.2%
21-22 Attendance	93.5%

School Culture and Climate Strengths

Our school culture is defined by strong collaboration and a commitment to student success. For two consecutive years, we've achieved increased student attendance, reflecting a positive and engaging learning environment. This success is driven by our collaborative structure, including weekly grade-level team meetings and active participation in campus events, all underpinned by the Choose Love SEL curriculum to proactively build a supportive climate and decrease negative behaviors.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): A persistently high rate of major and minor discipline referrals.
Root Cause: A systemic gap between clearly defined behavioral expectations and the consistent, proactive execution of positive behavior supports by all campus staff.

Problem Statement 2: Student attendance rate is below 97%
Root Cause: Parental failure to recognize that student absences directly lead to poorer academic outcomes.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hillsboro Elementary is committed to recruiting, developing, and retaining highly qualified educators and administrators to nurture our students. While attracting and keeping top talent presents challenges in our competitive market, we are actively working to enhance the overall professional environment. A key priority is staff development; we focus on providing relevant professional learning to effectively "grow our own" excellent educators.

Staff Quality, Recruitment, and Retention Strengths

Our commitment to a high-quality teaching staff is built on a foundation of robust support, and continuous growth. This environment makes our district a highly attractive place to work and fosters long-term retention.

We ensure exceptional staff quality and continuous improvement through targeted, ongoing professional learning and support:

- Dedicated Instructional Coaching: We leverage instructional coaches to provide personalized, high-impact guidance, ensuring all staff members have access to expert support for refining their pedagogical practice.

- Comprehensive New Teacher Induction: Our Quality New Teacher Induction Program provides a structured, supportive entry point for new staff, equipping them with the tools and mentorship needed to succeed from day one, which is key for early-career retention.

- Ongoing Professional Development: We offer staff development through continuous professional development opportunities, ensuring staff remain current with best practices, new technologies, and content-specific advancements.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Consistent, predictable annual loss of highly qualified staff, which, while not a crisis level, prevents us from achieving deep institutional stability and sustained excellence.
Root Cause: The staff lacks the necessary institutional resources, training, and support to effectively manage the rising complexity of student behavioral and mental health needs, which often manifest as classroom disruptions and escalating crises.

Problem Statement 2 (Prioritized): Consistently unable to recruit and hire highly qualified staff members who reflect the diverse demographics of our student body, resulting in a persistent staffing deficit and an inadequate provision of culturally responsive support and effective instruction for all students.
Root Cause: Qualified, diverse staff, especially those with specialized ESL/Bilingual certifications, are primarily concentrated in urban or suburban areas and are generally unwilling to relocate to a rural area due to factors like isolation, limited spousal employment, and lack of diverse community amenities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our comprehensive approach to excellence in curriculum, instruction, and assessment is founded on a cycle beginning with Backwards Design, which requires collaborative Internalization and Planning to ensure educators deeply understand and align instruction to desired student outcomes and evidence of mastery. All instruction is then grounded in Research and Best Practices, utilizing high-leverage instructional strategies to promote long-term retention and pedagogical consistency. This entire cycle is rigorously informed by Data-Driven Decisions (DDD), where continuous data analysis dictates immediate instructional adjustments, curriculum refinement, and a relentless focus on equitable outcomes for all student sub-groups. Finally, sustained instructional fidelity and professional growth are secured through Continuous Coaching and Walk-Throughs, providing embedded, actionable feedback that fosters a school-wide culture of refinement and continuous improvement.

Current Curriculum

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

	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)

Current Assessments

- CLI Engage
- ESGI
- mClass
- iReady
- Weekly Assessments
- Bi-Weekly Assessments
- CBA's
- Benchmarks
- TELPAS
- STAAR

Curriculum, Instruction, and Assessment Strengths

Our instructional system is defined by structures that ensure consistency and quality: curriculum alignment is guaranteed through a standards-based Backwards Design model and mandatory, collaborative weekly Internalization and Planning meetings. This high-fidelity instruction is continuously refined using Data-Driven Decisions (DDD) and supported by meaningful staff development and job-embedded Continuous Coaching. We maintain this rigorous standard through strong institutional partnerships, including continuous support from Region 12 and the District level.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The current percentage of students achieving the Meets Grade Level and Masters Grade Level standards on the RLA and Math STAAR exams is unacceptably low.
Root Cause: Inconsistently providing timely, individualized intervention for students struggling to meet grade-level standards and not offering rigorous enrichment opportunities necessary to push high-performing students toward the Masters level of mastery.

Problem Statement 2 (Prioritized): Too many students at Hillsboro Elementary are not reading on grade level by third grade. The high number of students who are economically disadvantaged (75.35%) and emergent bilingual (28.3%) are not meeting foundational literacy expectations, which severely limits their future academic success.
Root Cause: Our high percentage of students facing economic disadvantage requires a level of support we are not consistently providing.

Problem Statement 3 (Prioritized): Hillsboro Elementary is not maximizing the academic potential of all students, creating an unbalanced system where instructional focus is highly reactive.
Root Cause: Hillsboro Elementary's multi-tiered system of support (MTSS) is not fully optimized. Data showing 11% of students in SST and only 1.8% in GATE demonstrates a systemic imbalance where resources are overly focused on deficit intervention, limiting equitable access to accelerated learning and enrichment for advanced students.

Problem Statement 4 (Prioritized): Our campus faces significant achievement gaps, particularly in early literacy, foundational vocabulary acquisition, and overall school readiness.
Root Cause: We aren't consistently providing the level of support necessary for our high percentage of economically disadvantaged students.

Family and Community Engagement

Family and Community Engagement Summary

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

Family and Community Engagement Strengths

The campus maintains robust and multi-faceted connections with the community through diverse channels, ensuring accessibility and transparency. Key strengths include active relationships with HHS student groups; essential input from District and School Improvement Committees; consistent, modern communication via Social Media (Facebook, Hillsboro Highlights), ParentSquare, and the District and campus websites; and streamlined access to student information through the Skyward Parent Access Portal. Furthermore, we prioritize inclusive communication by providing translators at parent meetings and ARD's and sending notes home in English and Spanish, while also fostering vital positive business and community partnerships.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): Limited Parental Engagement and Distrust: A significant segment of the parent community exhibits low levels of trust and reluctance to fully engage with the school, leading to weakened home-school partnerships essential for student success.
Root Cause: The proliferation of negative public commentary and misinformation regarding the public school system across social media platforms.

Problem Statement 2 (Prioritized): The current communication structure lacks clear, direct, and welcoming channels for parents to provide timely, constructive feedback (positive or negative) to relevant school staff, including teachers and administration.
Root Cause: Parents' past negative experiences or a belief that the school exhibits a condescending or judgmental attitude rooted in a "deficit mindset" (i.e., emphasizing what families lack instead of their assets).

School Organization

School Organization Summary

Staff for the 2025-26 school year:

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

33 of the above staff members are ESL certified.

The Hillsboro Elementary leadership team works with district support staff, instructional coach, math specialist and lead teachers to design PLC/PD time for teachers to collaborate. The Hillsboro campus leadership team meets every month to collaborate, plan, and make campus decisions. The campus principal meets with the instructional coach, math specialist and teachers weekly to discuss coaching needs and provide lesson plan feedback. The campus principals also meets weekly with district admin team to discuss campus needs, concerns, and future events.

School Organization Strengths

Servant leadership guides our mission to foster a positive and safe learning environment and a culture of learning and growth for all. We are committed to ensuring compliance with regulations and are powered by a dedicated staff—including bilingual front office, teachers, and paraprofessionals—that tirelessly serve ALL of our students. This model is strengthened by ensuring teachers have a strong voice in decision-making and solution identification through venues like faculty meetings, CIC, PLC, and other district teacher leadership opportunities.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): Too many students at Hillsboro Elementary are not reading on grade level by third grade. The high number of students who are economically disadvantaged (75.35%) and emergent bilingual (28.3%) are not meeting foundational literacy expectations, which severely limits their future academic success.
Root Cause: Our high percentage of students facing economic disadvantage requires a level of support we are not consistently providing.

Problem Statement 2 (Prioritized): Our campus faces significant achievement gaps, particularly in early literacy, foundational vocabulary acquisition, and overall school readiness.
Root Cause: We aren't consistently providing the level of support necessary for our high percentage of economically disadvantaged students.

Problem Statement 3 (Prioritized): The current percentage of students achieving the Meets Grade Level and Masters Grade Level standards on the RLA and Math STAAR exams is unacceptably low.
Root Cause: Inconsistently providing timely, individualized intervention for students struggling to meet grade-level standards and not offering rigorous enrichment opportunities necessary to push high-performing students toward the Masters level of mastery.

Technology

Technology Summary

Hillsboro Elementary provides a robust technology environment for its students, featuring a diverse set of tools including Chromebooks, interactive boards, document cameras, projection devices and classroom computers. The school ensures tech integration is supported by a dedicated contact person for troubleshooting and a District Technology Committee focused on professional development and resource acquisition. Critically, students attend a weekly technology class led by a Common Sense Educator, signifying a commitment to teaching essential digital citizenship and responsible technology use.

Technology Strengths

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

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): There is a significant challenge in modernizing campus services is the growing gap in digital literacy and resource allocation required to support student-driven technology usage.
Root Cause: Currently, staff and faculty are untrained to effectively vet, manage, or participate in these platforms due to a lack of institutional-level professional development and clear guidelines on external app utilization.

Priority Problem Statements

Problem Statement 1: The current percentage of students achieving the Meets Grade Level and Masters Grade Level standards on the RLA and Math STAAR exams is unacceptably low.

Root Cause 1: Inconsistently providing timely, individualized intervention for students struggling to meet grade-level standards and not offering rigorous enrichment opportunities necessary to push high-performing students toward the Masters level of mastery.

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - School Organization

Problem Statement 2: Hillsboro Elementary is not maximizing the academic potential of all students, creating an unbalanced system where instructional focus is highly reactive.

Root Cause 2: Hillsboro Elementary's multi-tiered system of support (MTSS) is not fully optimized. Data showing 11% of students in SST and only 1.8% in GATE demonstrates a systemic imbalance where resources are overly focused on deficit intervention, limiting equitable access to accelerated learning and enrichment for advanced students.

Problem Statement 2 Areas: Demographics - Curriculum, Instruction, and Assessment

Problem Statement 3: Too many students at Hillsboro Elementary are not reading on grade level by third grade. The high number of students who are economically disadvantaged (75.35%) and emergent bilingual (28.3%) are not meeting foundational literacy expectations, which severely limits their future academic success.

Root Cause 3: Our high percentage of students facing economic disadvantage requires a level of support we are not consistently providing.

Problem Statement 3 Areas: Demographics - Curriculum, Instruction, and Assessment - School Organization

Problem Statement 4: Our campus faces significant achievement gaps, particularly in early literacy, foundational vocabulary acquisition, and overall school readiness.

Root Cause 4: We aren't consistently providing the level of support necessary for our high percentage of economically disadvantaged students.

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment - School Organization

Problem Statement 5: A persistently high rate of major and minor discipline referrals.

Root Cause 5: A systemic gap between clearly defined behavioral expectations and the consistent, proactive execution of positive behavior supports by all campus staff.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Consistently unable to recruit and hire highly qualified staff members who reflect the diverse demographics of our student body, resulting in a persistent staffing deficit and an inadequate provision of culturally responsive support and effective instruction for all students.

Root Cause 6: Qualified, diverse staff, especially those with specialized ESL/Bilingual certifications, are primarily concentrated in urban or suburban areas and are generally unwilling to relocate to a rural area due to factors like isolation, limited spousal employment, and lack of diverse community amenities.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: There is a significant challenge in modernizing campus services is the growing gap in digital literacy and resource allocation required to support student-driven technology usage.

Root Cause 7: Currently, staff and faculty are untrained to effectively vet, manage, or participate in these platforms due to a lack of institutional-level professional development and clear guidelines on external app utilization.

Problem Statement 7 Areas: Technology

Problem Statement 8: Consistent, predictable annual loss of highly qualified staff, which, while not a crisis level, prevents us from achieving deep institutional stability and sustained excellence.

Root Cause 8: The staff lacks the necessary institutional resources, training, and support to effectively manage the rising complexity of student behavioral and mental health needs, which often manifest as classroom disruptions and escalating crises.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Limited Parental Engagement and Distrust: A significant segment of the parent community exhibits low levels of trust and reluctance to fully engage with the school, leading to weakened home-school partnerships essential for student success.

Root Cause 9: The proliferation of negative public commentary and misinformation regarding the public school system across social media platforms.

Problem Statement 9 Areas: Family and Community Engagement

Problem Statement 10: The current communication structure lacks clear, direct, and welcoming channels for parents to provide timely, constructive feedback (positive or negative) to relevant school staff, including teachers and administration.

Root Cause 10: Parents' past negative experiences or a belief that the school exhibits a condescending or judgmental attitude rooted in a "deficit mindset" (i.e., emphasizing what families lack instead of their assets).

Problem Statement 10 Areas: Family and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data

- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: Provide differentiated professional development on integrating 21st century technology skills into instruction and management while increasing teachers' expertise of technology integration into teaching and learning.		**Formative**			**Summative**
		Dec	Mar	June	June
Strategy's Expected Result/Impact: Professional development opportunities will be made available to staff to increase their knowledge and to be able to effectively vet, manage and utilize/participate in 21st century platforms. **Staff Responsible for Monitoring:** Principals, Director of Instructional Technology, Instructional Coach, and Math Specialist **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Technology 1 **Funding Sources:** - Federal, State, Local					

Strategy 2 Details	Reviews			
Strategy 2: Provide supplemental resources, professional development and/or intervention/enrichment opportunities aligned to the TEKS for students to improve academic performance to close the achievement gaps in core content areas, including that of students in special populations.	**Formative**			**Summative**
	Dec	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Increase student academic performance as shown on i-Ready reports across all student sub groups. **Staff Responsible for Monitoring:** Principals, Instructional Coach, Math Specialists, Teachers **Title I:** 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Curriculum, Instruction, and Assessment 3 **Funding Sources:** - Federal, State, Local				

Strategy 3 Details	Reviews			
Strategy 3: Promote differentiated instruction and assessment opportunities, including dedicating time in the master schedule for intervention and enrichment that are aligned to the state standards in depth and complexity through the use of various modalities and methods in order to meet the needs of all students.	**Formative**			**Summative**
	Dec	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Academic needs will be met through differentiated opportunities including pull-out programs for enrichment, intervention, and other instruction to meet student needs. **Staff Responsible for Monitoring:** Principals, Instructional Coach, Math Specialist, Teachers **Title I:** 2.51, 2.52, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Curriculum, Instruction, and Assessment 3 **Funding Sources:** - Federal, State, Local				

Strategy 4 Details	Reviews			
Strategy 4: Analyze data and address gaps in performance of under-performing populations and at-risk students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Through the use of a coordinated Rti program, there will be an increase in student academic performance, and the achievement gaps will close across all sub groups.	**Dec**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Principals, Intervention Teachers, Instructional Coach, Classroom Teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Curriculum, Instruction, and Assessment 3 **Funding Sources:** - Federal, State, Local				

Strategy 5 Details	Reviews			
Strategy 5: Identify students with Dyslexia or other related disorders and provide appropriate intervention and instructional support services.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased progress in written expression and reading fluency based on baseline assessment data and ongoing progress monitoring data.	**Dec**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Student Services Coordinator, Principals, Dyslexia Teacher, Teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Curriculum, Instruction, and Assessment 2 - School Organization 1 **Funding Sources:** - Federal, State, Local				

Strategy 6 Details	Reviews			
Strategy 6: Promote integration of English Language Proficiency standards (ELPs) in lesson design, implement Summit K12, and incorporate the use of TELPAS proficiency level descriptors to analyze student work in order to support English Language Learners.	**Formative**			**Summative**
	Dec	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: As ELs become more aware of how to improve writing and language proficiency, there will be a decrease in the achievement gap between the student groups and a higher percentage of ELs will exit the ESL program. **Staff Responsible for Monitoring:** ESL Coordinator, Principals, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 4 - School Organization 2 **Funding Sources:** - Federal, State, Local				

Strategy 7 Details	Reviews			
Strategy 7: Promote good sportsmanship, healthy competition and good character through Physical Education programs and social emotional learning.	**Formative**			**Summative**
	Dec	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Improved positive behaviors and good character of students. **Staff Responsible for Monitoring:** Principals, Counselor, Coaching Staff, Teachers **Title I:** 2.52 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 **Funding Sources:** - Federal, State, Local				

Strategy 8 Details	Reviews			
Strategy 8: Analyze attendance data and implement annual attendance plan which includes individual and class incentives.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Our attendance percentages will increase to above 96%.	**Dec**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Principals, Teachers, Counselor, and Registrar. **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Curriculum, Instruction, and Assessment 2 - School Organization 1				

Strategy 9 Details	Reviews			
Strategy 9: Classroom teachers will continue to use PLC time and/or collaborate with Resource teacher to analyze formative and summative assessment data to track Special Education student progress and mastery of grade level skills with accommodations outlined in IEPs and BIPs.	**Formative**			**Summative**
	Dec	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Improved performance on grade level skills. **Staff Responsible for Monitoring:** Principals, Teachers, and Paraprofessionals. **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 4 - School Organization 2				

Strategy 10 Details	Reviews			
Strategy 10: Effectively implement UFLI and Heggerty Phonemic Awareness with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student academic performance as shown on iReady report in the following areas: Phonological Awareness (PA); Phonics (PH); High-Frequency Words (HFW). **Staff Responsible for Monitoring:** Principals and Instructional Coach **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Achievement 1 - Curriculum, Instruction, and Assessment 3, 4 - School Organization 2	**Dec**	**Mar**	**June**	**June**

Strategy 11 Details	Reviews			
Strategy 11: Increase numeracy fluency by effectively implementing Bluebonnet Math with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student academic performance as shown on iReady report in the following areas: Number and Operations; Algebra and Algebraic Thinking. **Staff Responsible for Monitoring:** Principals, Instructional Coach and Math Specialist. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 4 - School Organization 2, 3	**Dec**	**Mar**	**June**	**June**

Strategy 12 Details	Reviews			
Strategy 12: Effectively implement Bridge to Writing with fidelity.	Formative			Summative
Strategy's Expected Result/Impact: To increase writing scores on the STAAR Reading assessment. **Staff Responsible for Monitoring:** Principals, Instructional Coach, Teachers. **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Achievement 2 - Curriculum, Instruction, and Assessment 1 - School Organization 3	Dec	Mar	June	June

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The current percentage of students achieving the Meets Grade Level and Masters Grade Level standards on the RLA and Math STAAR exams is unacceptably low.   **Root Cause**: Inconsistently providing timely, individualized intervention for students struggling to meet grade-level standards and not offering rigorous enrichment opportunities necessary to push high-performing students toward the Masters level of mastery.
Problem Statement 2: Too many students at Hillsboro Elementary are not reading on grade level by third grade. The high number of students who are economically disadvantaged (75.35%) and emergent bilingual (28.3%) are not meeting foundational literacy expectations, which severely limits their future academic success.   **Root Cause**: Our high percentage of students facing economic disadvantage requires a level of support we are not consistently providing.
Problem Statement 3: Hillsboro Elementary is not maximizing the academic potential of all students, creating an unbalanced system where instructional focus is highly reactive. **Root Cause**: Hillsboro Elementary's multi-tiered system of support (MTSS) is not fully optimized. Data showing 11% of students in SST and only 1.8% in GATE demonstrates a systemic imbalance where resources are overly focused on deficit intervention, limiting equitable access to accelerated learning and enrichment for advanced students.

Student Achievement
Problem Statement 1: Our campus faces significant achievement gaps, particularly in early literacy, foundational vocabulary acquisition, and overall school readiness.   **Root Cause**: We aren't consistently providing the level of support necessary for our high percentage of economically disadvantaged students.
Problem Statement 2: The current percentage of students achieving the Meets Grade Level and Masters Grade Level standards on the RLA and Math STAAR exams is unacceptably low.   **Root Cause**: Inconsistently providing timely, individualized intervention for students struggling to meet grade-level standards and not offering rigorous enrichment opportunities necessary to push high-performing students toward the Masters level of mastery.

School Culture and Climate
Problem Statement 1: A persistently high rate of major and minor discipline referrals.   **Root Cause**: A systemic gap between clearly defined behavioral expectations and the consistent, proactive execution of positive behavior supports by all campus staff.

Curriculum, Instruction, and Assessment
Problem Statement 1: The current percentage of students achieving the Meets Grade Level and Masters Grade Level standards on the RLA and Math STAAR exams is unacceptably low. **Root Cause**: Inconsistently providing timely, individualized intervention for students struggling to meet grade-level standards and not offering rigorous enrichment opportunities necessary to push high-performing students toward the Masters level of mastery.
Problem Statement 2: Too many students at Hillsboro Elementary are not reading on grade level by third grade. The high number of students who are economically disadvantaged (75.35%) and emergent bilingual (28.3%) are not meeting foundational literacy expectations, which severely limits their future academic success. **Root Cause**: Our high percentage of students facing economic disadvantage requires a level of support we are not consistently providing.
Problem Statement 3: Hillsboro Elementary is not maximizing the academic potential of all students, creating an unbalanced system where instructional focus is highly reactive. **Root Cause**: Hillsboro Elementary's multi-tiered system of support (MTSS) is not fully optimized. Data showing 11% of students in SST and only 1.8% in GATE demonstrates a systemic imbalance where resources are overly focused on deficit intervention, limiting equitable access to accelerated learning and enrichment for advanced students.
Problem Statement 4: Our campus faces significant achievement gaps, particularly in early literacy, foundational vocabulary acquisition, and overall school readiness. **Root Cause**: We aren't consistently providing the level of support necessary for our high percentage of economically disadvantaged students.
School Organization
Problem Statement 1: Too many students at Hillsboro Elementary are not reading on grade level by third grade. The high number of students who are economically disadvantaged (75.35%) and emergent bilingual (28.3%) are not meeting foundational literacy expectations, which severely limits their future academic success. **Root Cause**: Our high percentage of students facing economic disadvantage requires a level of support we are not consistently providing.
Problem Statement 2: Our campus faces significant achievement gaps, particularly in early literacy, foundational vocabulary acquisition, and overall school readiness. **Root Cause**: We aren't consistently providing the level of support necessary for our high percentage of economically disadvantaged students.
Problem Statement 3: The current percentage of students achieving the Meets Grade Level and Masters Grade Level standards on the RLA and Math STAAR exams is unacceptably low. **Root Cause**: Inconsistently providing timely, individualized intervention for students struggling to meet grade-level standards and not offering rigorous enrichment opportunities necessary to push high-performing students toward the Masters level of mastery.
Technology
Problem Statement 1: There is a significant challenge in modernizing campus services is the growing gap in digital literacy and resource allocation required to support student-driven technology usage. **Root Cause**: Currently, staff and faculty are untrained to effectively vet, manage, or participate in these platforms due to a lack of institutional-level professional development and clear guidelines on external app utilization.

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

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

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

Strategy 1 Details			Reviews		
Strategy 1: Seek out and interview highly qualified staff members.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Hiring of professionals that meet our district/campus needs and share our common educational beliefs.		**Dec**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Superintendent, Human Resources Director, Principals					
Title I: 2.51, 2.52, 2.53 **- 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction					
Problem Statements: Staff Quality, Recruitment, and Retention 1, 2					
Funding Sources: - Federal, State, Local					

Strategy 2 Details	Reviews			
Strategy 2: Provide effective coaching for new teachers with on-going support to improve teaching and performance while promoting professional well-being.	**Formative**			**Summative**
	Dec	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Decrease of new teachers leaving the district/campus after the first one to five years. **Staff Responsible for Monitoring:** Principals, Instructional Coaches, Math Specialist, Teacher Mentors. **Title I:** 2.51, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 2 **Funding Sources:** - Federal, State, Local				

Strategy 3 Details	Reviews			
Strategy 3: Create a culture that includes college and career awareness by highlighting colleges and careers once a month.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness of college and career readiness.	**Dec**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Principals, Counselor, Teachers **Title I:** 2.51 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - Curriculum, Instruction, and Assessment 3				

Strategy 4 Details	Reviews			
Strategy 4: Comply with all state mandated training programs to ensure the safety and security of all students in their education program.	**Formative**			**Summative**
	Dec	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Increase awareness and reduce instances of bullying. Increase awareness for signs of abuse, neglect or sexual harassment. **Staff Responsible for Monitoring:** Principal, Counselor **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 **Funding Sources:** - Federal, State, Local				

Strategy 5 Details	Reviews			
Strategy 5: All staff members will be aware of suicide prevention protocols and requirements for parental and guardian notification process.	**Formative**			**Summative**
	Dec	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Increased understanding of suicide prevention strategies and improved communication with parents for student safety. **Staff Responsible for Monitoring:** Principals, Counselor, Teachers **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1 **Funding Sources:** - Federal, State, Local				

Strategy 6 Details	Reviews			
Strategy 6: Provide professional development for necessary resources, training, and support to effectively manage the rising complexity of student behavioral and mental health needs, which often manifest as classroom disruptions and escalating crises.	**Formative**			**Summative**
	Dec	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Impact can be measured by a reduction of major discipline issues and ISS/ Refocus placements. **Staff Responsible for Monitoring:** Principals, Counselors, Instructional Coach, Math Specialist, Teachers **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** - Federal, State, Local				

Strategy 7 Details	Reviews			
Strategy 7: Counselor and teachers will provide social emotional learning lessons to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision making.	**Formative**			**Summative**
	Dec	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Improved relationships among students and strong positive culture on campuses. **Staff Responsible for Monitoring:** Principals, Counselor, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** - Federal, State, Local				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Hillsboro Elementary is not maximizing the academic potential of all students, creating an unbalanced system where instructional focus is highly reactive. **Root Cause**: Hillsboro Elementary's multi-tiered system of support (MTSS) is not fully optimized. Data showing 11% of students in SST and only 1.8% in GATE demonstrates a systemic imbalance where resources are overly focused on deficit intervention, limiting equitable access to accelerated learning and enrichment for advanced students.

School Culture and Climate
Problem Statement 1: A persistently high rate of major and minor discipline referrals. **Root Cause**: A systemic gap between clearly defined behavioral expectations and the consistent, proactive execution of positive behavior supports by all campus staff.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Consistent, predictable annual loss of highly qualified staff, which, while not a crisis level, prevents us from achieving deep institutional stability and sustained excellence. **Root Cause**: The staff lacks the necessary institutional resources, training, and support to effectively manage the rising complexity of student behavioral and mental health needs, which often manifest as classroom disruptions and escalating crises.
Problem Statement 2: Consistently unable to recruit and hire highly qualified staff members who reflect the diverse demographics of our student body, resulting in a persistent staffing deficit and an inadequate provision of culturally responsive support and effective instruction for all students. **Root Cause**: Qualified, diverse staff, especially those with specialized ESL/Bilingual certifications, are primarily concentrated in urban or suburban areas and are generally unwilling to relocate to a rural area due to factors like isolation, limited spousal employment, and lack of diverse community amenities.

Curriculum, Instruction, and Assessment
Problem Statement 3: Hillsboro Elementary is not maximizing the academic potential of all students, creating an unbalanced system where instructional focus is highly reactive. **Root Cause**: Hillsboro Elementary's multi-tiered system of support (MTSS) is not fully optimized. Data showing 11% of students in SST and only 1.8% in GATE demonstrates a systemic imbalance where resources are overly focused on deficit intervention, limiting equitable access to accelerated learning and enrichment for advanced students.

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: HES will host parent conferences and opportunities to serve on the District and Campus Advisory committee.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase external and internal communication capacity to improve communication.		Dec	Mar	June	June
Staff Responsible for Monitoring: All Staff					
Title I: 2.51 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1, 2 **Funding Sources:** - Federal, State, Local					

Strategy 2 Details		Reviews			
Strategy 2: HES connects to the community through print and social media to communicate about academic performance and campus events.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Community awareness of student activities and successes.		Dec	Mar	June	June
Staff Responsible for Monitoring: Principals, Counselor, Program Directors, Teachers					
Title I: 2.51 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2, 4 - School Organization 1, 2 **Funding Sources:** - Federal, State, Local					

Strategy 3 Details	Reviews			
Strategy 3: Continue with updates on the campus website and social media to enhance communication efforts including Parent Square.	Formative			Summative
	Dec	Mar	June	June
Strategy's Expected Result/Impact: Continuous website and social media updates in order to improve communication. **Staff Responsible for Monitoring:** Central Office Directors, Principals **Title I:** 2.51 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1, 2 **Funding Sources:** - Federal, State, Local				

Strategy 4 Details	Reviews			
Strategy 4: HES will continue to solicit input from all stakeholders to plan and make recommendations for campus improvements.	Formative			Summative
	Dec	Mar	June	June
Strategy's Expected Result/Impact: Increases communication effectiveness and input from stakeholders. **Staff Responsible for Monitoring:** Principals, Counselor, Teachers **Title I:** 2.51 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 2 **Funding Sources:** - Federal, State, Local				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Too many students at Hillsboro Elementary are not reading on grade level by third grade. The high number of students who are economically disadvantaged (75.35%) and emergent bilingual (28.3%) are not meeting foundational literacy expectations, which severely limits their future academic success.   **Root Cause**: Our high percentage of students facing economic disadvantage requires a level of support we are not consistently providing.

Student Achievement
Problem Statement 1: Our campus faces significant achievement gaps, particularly in early literacy, foundational vocabulary acquisition, and overall school readiness.   **Root Cause**: We aren't consistently providing the level of support necessary for our high percentage of economically disadvantaged students.

Curriculum, Instruction, and Assessment
Problem Statement 2: Too many students at Hillsboro Elementary are not reading on grade level by third grade. The high number of students who are economically disadvantaged (75.35%) and emergent bilingual (28.3%) are not meeting foundational literacy expectations, which severely limits their future academic success.   **Root Cause**: Our high percentage of students facing economic disadvantage requires a level of support we are not consistently providing.
Problem Statement 4: Our campus faces significant achievement gaps, particularly in early literacy, foundational vocabulary acquisition, and overall school readiness.   **Root Cause**: We aren't consistently providing the level of support necessary for our high percentage of economically disadvantaged students.

Family and Community Engagement
Problem Statement 1: Limited Parental Engagement and Distrust: A significant segment of the parent community exhibits low levels of trust and reluctance to fully engage with the school, leading to weakened home-school partnerships essential for student success.   **Root Cause**: The proliferation of negative public commentary and misinformation regarding the public school system across social media platforms.
Problem Statement 2: The current communication structure lacks clear, direct, and welcoming channels for parents to provide timely, constructive feedback (positive or negative) to relevant school staff, including teachers and administration.   **Root Cause**: Parents' past negative experiences or a belief that the school exhibits a condescending or judgmental attitude rooted in a "deficit mindset" (i.e., emphasizing what families lack instead of their assets).

School Organization
Problem Statement 1: Too many students at Hillsboro Elementary are not reading on grade level by third grade. The high number of students who are economically disadvantaged (75.35%) and emergent bilingual (28.3%) are not meeting foundational literacy expectations, which severely limits their future academic success.   **Root Cause**: Our high percentage of students facing economic disadvantage requires a level of support we are not consistently providing.
Problem Statement 2: Our campus faces significant achievement gaps, particularly in early literacy, foundational vocabulary acquisition, and overall school readiness.   **Root Cause**: We aren't consistently providing the level of support necessary for our high percentage of economically disadvantaged students.

Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Kimberly Carter	Principal
Administrator	Lauren Sulak	Associate Principal (Student Services)
Administrator	Dana Sosebee	Assistant Principal (Attendance & Behavior)
Instructional Coach	Jennifer Schaffer	Instructional Coach
Counselor	Melissa Dillon	Counselor
Certified Teacher	Patricia Roberts	Bilingual 3rd Grade Teacher
Certified Teacher	Jordan McGarvey	GATE/STEM Teacher
Non-Certified Staff Member	Deborah Adkins	Occupational Therapist/SPED
Parent	Meagan Librado	Parent