

Kerrville Independent School District

Hill Country High School

2025-2026 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	4
Lever 1: Strong School Leadership & Planning	5
Lever 3: Positive School Culture	7
Lever 4: High-Quality Instructional Materials and Assessments	10
Lever 5: Effective Instruction	12
Priority Problem Statements	14
Goals	16
Goal 1 : Provide students with engaging, rigorous, personalized (academic and characte...	17
Goal 2 : Develop future-ready students and build a strong academic foundation in litera...	19
Goal 3 : Empower all students to identify post-secondary pathways and provide person...	20
Goal 4 : Recruit, develop, and retain employees that are student-centered, focused on ...	22
Goal 5 : Maintain sound fiscal management of district budgets by aligning resources to i...	23
Goal 6 : Ensure students are educated in an optimal environment that is safe, secure, an...	24



Comprehensive Needs Assessment

Lever 1: Strong School Leadership & Planning

Summary

At HCHS, our mission is to ensure that every student not only graduates but also has a clear College, Career, and Military Readiness (CCMR) plan. This commitment is central to our educational approach, as we believe that preparing students for life beyond high school is crucial for their future success. By focusing on CCMR, we aim to equip our students with the necessary skills and knowledge to thrive in whichever path they choose, whether it be higher education, entering the workforce, or serving in the military.

Effective communication of our mission is a priority at HCHS, and we strive to engage all stakeholders in this endeavor. We understand that the success of our students is a collaborative effort, requiring the involvement of teachers, parents, community members, and the students themselves. Through regular updates, meetings, and open channels of communication, we ensure that everyone is informed and aligned with our goals. This shared understanding fosters a supportive environment where our mission can be realized, and our students can achieve their full potential.

Strengths

Our staff's cross-training in all curriculum areas ensures that they possess a comprehensive understanding of the educational content across various subjects. This enables them to provide a more cohesive and integrated learning experience for our students, fostering an environment where educators can support each other and collaborate effectively to enhance student learning outcomes.

Additionally, our staff's proficiency in understanding and advising students on their transcripts is a significant strength. This expertise allows them to guide students accurately in their academic journey, ensuring that they are on track to meet graduation requirements and are aware of their academic standing. By providing personalized advice, our staff helps students make informed decisions about their course selections and future academic goals.

Furthermore, our commitment to mentoring students for College, Career, and Military Readiness (CCMR) post-secondary plans is a testament to our dedication to student success beyond high school. Our staff works closely with students to explore various pathways, helping them to identify and pursue opportunities that align with their interests and aspirations. This mentorship is crucial in preparing students for the next steps in their educational and professional journeys, equipping them with the knowledge and skills necessary to thrive in their chosen fields.

Problem Statements Identifying Lever 1: Strong School Leadership & Planning Needs

Problem Statement	Root Cause
1 ★ Traditionally, secondary campuses are experts in their field, and do not venture out to other curriculum areas.	Secondary staff is not confident or trained to handle curriculum outside of their expertise.

★ = Priority

Lever 3: Positive School Culture

Summary

At Hill Country High School, our primary focus is on ensuring the individual success of each student as they progress toward high school graduation. We recognize that each student has unique needs and strengths, and we are committed to providing the necessary resources and support to help them achieve their academic goals.

In addition to guiding students through their high school journey, we are dedicated to preparing them for post-secondary education. Whether students choose to pursue a college degree or other educational opportunities, we equip them with the skills and knowledge needed to succeed in their future academic endeavors.

Understanding that not all students may choose a traditional college path, we also place a strong emphasis on helping students apply to trade schools. We provide guidance and support to ensure that students interested in vocational training have access to the information and resources they need to pursue their chosen careers.

Historically, our student success rate has been an impressive 90%, a testament to the hard work and dedication of our students and staff. However, we are not content to rest on our laurels; our goal is to achieve a 100% success rate, ensuring that every student reaches their full potential.

Our staff is uniquely trained and committed to supporting individual student success. They employ a variety of teaching methods and strategies tailored to meet the diverse needs of our student body, fostering an environment where every student can thrive.

We also recognize the vital role that parents play in their child's education. By actively engaging parents and encouraging their involvement, we create a supportive network that enhances our efforts to ensure each student's success. Through collaboration and communication, we work together to provide the best possible educational experience for our students.

Strengths

At our school, we place a strong emphasis on the importance of regular attendance as it is crucial for academic success. To encourage this, we have implemented a reward system where students who achieve a 90% attendance rate receive recognition for their commitment. Additionally, we offer even more substantial rewards for those who maintain perfect attendance on a weekly basis, reinforcing the value we place on consistent participation in the learning process.

Understanding the importance of communication and support, our dedicated teachers and administrators take the initiative to reach out to the families of absent students on a daily basis. This practice not only helps us understand the reasons behind absences but also allows us to offer assistance and ensure that students do not fall behind in their studies.

We believe in fostering a sense of community and belonging among our students, and one way we do this is by celebrating student birthdays at the end of each month. This celebration is a special occasion where we acknowledge each student's unique contribution to our school community and make them feel valued and appreciated.

Academic achievements, no matter how small, are significant milestones in a student's educational journey. Therefore, we celebrate when students earn half credits, recognizing their hard work and progress. This celebration serves as a motivational tool, encouraging students to continue striving towards their academic goals and reinforcing the idea that

every step forward is a step towards success.

Problem Statements Identifying Lever 3: Positive School Culture Needs

Problem Statement	Root Cause
1★ Many students have not created attainable goals and visions of their future.	Historically students who attend HCHS have disengaged in high school. The students have typically lost sight of why they need a diploma.

★ = Priority

Lever 4: High-Quality Instructional Materials and Assessments

Summary

As a school, we prioritize the development of teacher-created materials for both core and elective courses. This approach allows our educators to tailor their instructional resources to meet the specific needs and interests of our students, ensuring that the content is both relevant and engaging. By empowering teachers to design their own materials, we foster a more dynamic and responsive learning environment that can adapt to the diverse learning styles present in our classrooms.

In addition to teacher-created materials, we utilize the APEX program to guide daily instruction for our students. This program provides a structured framework that supports our educators in delivering consistent and effective teaching practices. By integrating APEX into our daily routines, we ensure that our students receive a high-quality education that is aligned with our academic goals and standards.

For subjects that are tested by the STAAR, we rely on the THS created "year at a glance" lesson plans. These plans serve as a comprehensive roadmap for our teachers, outlining the key concepts and skills that need to be covered throughout the academic year. By following these carefully crafted lesson plans, we are able to maintain a focused and strategic approach to instruction, ultimately enhancing our students' preparedness for standardized assessments.

Strengths

Our school is fortunate to have a team of highly experienced teachers who bring a wealth of knowledge and expertise to the classroom. Their positive attitude is infectious, creating an engaging and supportive learning environment that encourages students to thrive. This dedication to fostering a positive atmosphere is a cornerstone of our educational philosophy.

We pride ourselves on maintaining strong, positive relationships with our students, parents, and the broader community. These connections are vital in creating a supportive network that enhances student learning and development. By working collaboratively with all stakeholders, we ensure that our students receive the guidance and encouragement they need to succeed.

Our success with STAAR scores is a testament to the hard work and commitment of both our students and staff. Kerrville ISD's consistent performance in these assessments reflects our dedication to academic excellence and our ability to prepare students effectively for standardized testing.

The curriculum at our school is thoughtfully designed to meet the diverse needs of each student. By tailoring our educational programs to accommodate individual learning styles and abilities, we ensure that every student has the opportunity to reach their full potential. This personalized approach to education is a key factor in our students' success.

We are committed to providing excellent training for our teachers, equipping them with the latest educational strategies and tools. This ongoing professional development ensures that our educators remain at the forefront of teaching innovation, enabling them to deliver high-quality instruction that benefits all students.

Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments Needs

Problem Statement	Root Cause
1★ Students enter Hill Country High School and have failed, or not taken, one or more STAAR exit level tests.	Students fail because of poor attendance, and high rates of student mobility.
2★ Students lack credits in order to complete the foundation high school program for graduation.	The students have failed or not completed the necessary credits because they have not been successful in the traditional classroom.

★ = Priority

Lever 5: Effective Instruction

Summary

As a school, we are committed to ensuring that our teachers deliver instruction tailored to meet the diverse needs of each individual student. This approach involves understanding the unique learning styles, strengths, and areas for growth of every student, and adapting teaching methods and materials accordingly. By doing so, we aim to provide a supportive and inclusive learning environment where all students can thrive and reach their full potential.

Furthermore, it is our goal that all students successfully complete the foundation program required for graduation. This program is designed to equip students with the essential knowledge and skills necessary for their future academic and career endeavors. We are dedicated to providing the guidance and resources needed to help each student achieve this important milestone, ensuring they are well-prepared for the next steps in their educational journey.

Strengths

At our school, we have implemented a current credit tracking sheet that allows us to meticulously monitor each student's progress towards graduation. This tool is essential in ensuring that students are on track with their credit requirements, enabling us to provide timely interventions and support to those who may be falling behind. By maintaining an up-to-date record, we can better guide our students towards successful completion of their academic goals.

Additionally, HCHS holds a weekly meeting dedicated to discussing credit updates. These meetings serve as a collaborative platform for our staff to review student progress, share insights, and strategize on how best to support our students. This regular communication ensures that all staff members are aligned in their efforts to help students achieve their academic objectives and address any challenges that may arise promptly.

We also prioritize researching the TEA student data portal to ensure we have the most accurate and current STAAR test results. By staying informed about our students' performance on these standardized assessments, we can identify areas where they excel and areas that may require additional focus. This data-driven approach allows us to tailor our instructional strategies to meet the diverse needs of our student body effectively.

Furthermore, our staff is actively engaged in planning for student STAAR testing timing and success. This involves careful scheduling to minimize stress and maximize performance, as well as implementing targeted interventions and support systems to prepare students thoroughly. Our commitment to strategic planning ensures that our students are well-prepared and confident when it comes time to take these critical assessments, ultimately contributing to their academic success.

Problem Statements Identifying Lever 5: Effective Instruction Needs

Problem Statement	Root Cause
1★ Student records (transcripts, high school credits and STAAR test results) are often incomplete when students arrive at HCHS, resulting in misaligned teacher time and effort in individual instruction.	Records come from a variety of sources and must be properly researched and requested to maintain accuracy.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Many students have not created attainable goals and visions of their future.

Historically students who attend HCHS have disengaged in high school. The students have typically lost sight of why they need a diploma.

2
★

Students enter Hill Country High School and have failed, or not taken, one or more STAAR exit level tests.

Students fail because of poor attendance, and high rates of student mobility.

3
★

Students lack credits in order to complete the foundation high school program for graduation.

The students have failed or not completed the necessary credits because they have not been successful in the traditional classroom.

4
★

Student records (transcripts, high school credits and STAAR test results) are often incomplete when students arrive at HCHS, resulting in misaligned teacher time and effort in individual instruction.

Records come from a variety of sources and must be properly researched and requested to maintain accuracy.

5
★

Traditionally, secondary campuses are experts in their field, and do not venture out to other curriculum areas.

Secondary staff is not confident or trained to handle curriculum outside of their expertise.

★ = Priority



Goals

Goal 1

Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

Performance Objective 1 ☒ High Priority

Improve the STAAR RLA I and RLA II passing rate by 10% from 46% to 56%.

Evaluation Data Source: STAAR data.

Strategy 1 ☒ Results Driven Accountability

Teachers and administrators will meet with students individually to improve the passing rate for the STAAR RLA test.

Strategy's Expected Result/Impact: Improvement of the passing rate for the STAAR RLA test.

Staff Responsible for Monitoring: Principal

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 1

Formative Reviews

Some Progress

September

January

April

June

Performance Objective 1 Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments

Problem Statement

Root Cause

1

Students enter Hill Country High School and have failed, or not taken, one or more STAAR exit level tests.

Students fail because of poor attendance, and high rates of student mobility.

Performance Objective 2 ☒ High Priority

Ensure that all students taking the Algebra I STAAR exam achieve a passing score.

Evaluation Data Source: STAAR data

Strategy 1

Algebra I teacher will disaggregate previous test data to create individual lesson plans per student.

Strategy's Expected Result/Impact: 100% passing rate for Alg. I STAAR test.

Staff Responsible for Monitoring: Principal

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 1

Formative Reviews

Some Progress

September

January

April

June

Performance Objective 2 Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments

Problem Statement

Root Cause

1

Students enter Hill Country High School and have failed, or not taken, one or more STAAR exit level tests.

Students fail because of poor attendance, and high rates of student mobility.

Goal 2

Develop future-ready students and build a strong academic foundation in literacy and math by working to have all students reading on grade level by grade 3 and by preparing all students to successfully complete algebra coursework.

Performance Objective 1 High Priority

Increase the number of credits each student earns monthly to exceed one credit per month.

Evaluation Data Source: Transcript data

Strategy 1

Campus PLCs will analyze student data weekly to identify student needs and adjust instructional practices.

Strategy's Expected Result/Impact: Students will be on track to graduate in a timely manner.

Staff Responsible for Monitoring: Teachers, Admin.

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Considerable Progress

September

January

April

June

Performance Objective 1 Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments

Problem Statement

Root Cause

2

Students lack credits in order to complete the foundation high school program for graduation.

The students have failed or not completed the necessary credits because they have not been successful in the traditional classroom.

Goal 3

Empower all students to identify post-secondary pathways and provide personalized support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career and Technology Education (CTE), workforce certification, college credit, Advanced Placement and other program opportunities.

Performance Objective 1 High Priority

Ensure a thorough review of 100% of student records so that all credits and STAAR testing records are accurate, so that all graduation requirements are accounted for.

Evaluation Data Source: TEA TSDS student records, TREX requests, permanent file records, Skyward.

Strategy 1

Create a checklist of necessary graduation requirements on one data sheet that will be reviewed by all staff.

Strategy's Expected Result/Impact: 100% collecting data for student graduations.

Staff Responsible for Monitoring: Principal

Problem Statements: Lever 5: Effective Instruction 1

Formative Reviews

Considerable Progress

September

January

April

June

Performance Objective 1 Problem Statements Identifying Lever 5: Effective Instruction

Problem Statement		Root Cause
1	Student records (transcripts, high school credits and STAAR test results) are often incomplete when students arrive at HCHS, resulting in misaligned teacher time and effort in individual instruction.	Records come from a variety of sources and must be properly researched and requested to maintain accuracy.

Performance Objective 2 High Priority

Strategy 1

Weekly PLC meetings to discuss student progress and possible plans.

Strategy's Expected Result/Impact: Students will have a plan for after high school.

Staff Responsible for Monitoring: Teachers, admin

Problem Statements: Lever 3: Positive School Culture 1

Formative Reviews

Some Progress

September

January

April

June

Strategy 2

Keep record of possible scholarships, trade schools, and/or career opportunities and meet with students regularly who are close to finishing.

Strategy's Expected Result/Impact: Students will leave with a plan for after high school.

Staff Responsible for Monitoring: Teachers, admin

Problem Statements: Lever 3: Positive School Culture 1

Formative Reviews

Moderate Progress

September

January

April

June

Performance Objective 2 Problem Statements Identifying Lever 3: Positive School Culture

Problem Statement	Root Cause
1 Many students have not created attainable goals and visions of their future.	Historically students who attend HCHS have disengaged in high school. The students have typically lost sight of why they need a diploma.

Goal 4

Recruit, develop, and retain employees that are student-centered, focused on professional learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.

Goal 5

Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system.

Goal 6

Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.

Performance Objective 1 High Priority

Implement strategies to foster positive character in students.

Evaluation Data Source: Character Counts activities in teams.

Strategy 1

Students will participate in weekly Character Counts activities during Tuesday Talk, and complete assignments throughout the week in Teams.

Strategy's Expected Result/Impact: Students will build a knowledge base of character to equip them to be productive citizens.

Staff Responsible for Monitoring: Teachers, Admin

Problem Statements: Lever 3: Positive School Culture 1

Formative Reviews

Some Progress

September

January

April

June

Performance Objective 1 Problem Statements Identifying Lever 3: Positive School Culture

	Problem Statement	Root Cause
1	Many students have not created attainable goals and visions of their future.	Historically students who attend HCHS have disengaged in high school. The students have typically lost sight of why they need a diploma.