

Hillsboro Independent School District
Hillsboro Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

Preparing Today's Students for Tomorrow's World

Vision

Hillsboro ISD - the Choice for Student Success

Belief Statements

We believe in:

E - Enrichment, Engagement, Encouragement for the whole child

A - All students who can achieve through differentiation

G- Growing relationships with open communication

L - Lifelong learners who take responsibility

E- Establishing high expectations

S - Safe and supportive environments

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Comprehensive Needs Assessment

Revised/Approved: October 31, 2018

Demographics

Demographics Summary

Hillsboro Elementary is comprised of grades kindergarten through second. The total enrollment for the 2018-2019 school year is 432. Student subgroups are as follows: Black/African American - 13.68%; Hispanic/Latino - 54.95%; White - 24.76%; Two or More - 4.72%; Asian - 0.94%; American Indian 0.94%. We currently have 4.72% of the student population that is bilingual and 14.86% that are ESL. 10.14% receive special education services. 70.52% of Hillsboro Elementary's students receive free or reduced meals.

Demographics Strengths

- Our teaching staff has continued to grow in diversity in regards to years of experience and ethnicity.
- Our paraprofessional staff has grown in diversity.
- The HES campus has an exemplar special education program that is sought out by parents of surrounding communities.
- We added a 2nd grade bilingual teacher and another Special Education teacher to our campus this year.

Demographics Needs

*The campus continues to face challenges with meeting the academic, social, and emotional needs of our economically disadvantaged students, African American students, SPED students and LEP students.

*The campus is challenged by meeting the language needs of LEP students so they may be successful.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Meeting the needs of ELL students. **Root Cause:** Parents understanding of expectations in order to help at home and involvement at school.

Student Achievement

Student Achievement Summary

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

Student Achievement Strengths

- Provide an effective Response to Intervention program
- Provide an effective Special Education program
- Aligned beliefs in student, parent, teacher, administrator expectations
- Continue to assess students' learning in innovative ways: project-based learning, standards based checklists, fluency checks, formative assessments and through technology

Student Achievement Needs

*The continued implementation of a vertically aligned process for learning how to write purposefully while monitoring to ensure fidelity with consistent writing processes

*Continuous improvement in the classroom for students to engage in their own learning process

*Continue to hold students accountable for their learning through individual conferencing, goal setting, and tracking of individual progress, all of which create a heightened awareness of the students' role in their own education

*Continued vertical alignment of the curriculum within the grade level TEKS including backwards designed process and new lesson plan format

*Focus on our African American student group to ensure the achievement gap in all content areas is closed

*Introduction of START as part of the RTI process

*Increase knowledge of second language learners to support growth in language proficiency

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Large number of students receiving RTI services. **Root Cause:** Struggle with retention of foundational skills in core content areas.

School Culture and Climate

School Culture and Climate Summary

Hillsboro Elementary embeds research-based design qualities and digital learning opportunities within the lesson framework to meet the needs of all learners. HES encourages inquiry and creativity in all avenues of instruction. The campus has built a culture of high expectations with accountability that is positive rather than punitive. Hillsboro Elementary embraces the development of the whole child. Standards will continue to be the base by which teachers design meaningful learning opportunities for students. We will continue to develop each student academically, emotionally and socially to become an active participant in a global society.

School Culture and Climate Strengths

- A collaborative approach utilized in the decision making process allows for transparency among stakeholders
- Hillsboro Elementary is sought out by fellow districts to share frameworks of forward thinking practices that have impacted student success
- A culture of high expectations that reflects a community driven accountability approach that begins with the school board and filters to students is evident
- Common planning times for teachers allows collaboration in designing engaging lessons
- Climate is nurtured by staff celebrations and special events
- A positive climate for students is created by character trait development in a "bucket filling" environment
- Social-Emotional Learning initiative through use of Choose Love Movement campus wide

School Culture and Climate Needs

*Continue the focus on moving from a teaching platform to a learning platform

*Continue to implement innovative teaching practices utilizing design qualities

*Continue to pay special attention to digital learning and connecting our classrooms locally, nationally, and globally through technology

*Provide more opportunities to develop teachers as leaders

*Continue to base PLCs on teacher and campus needs

*Promote restorative practices throughout the campus

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Understanding and implementation of design qualities in lesson planning. **Root Cause:** Lack of training and experience among teachers with the design qualities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Developing and increasing the capacity of professional staff at all levels of the learning organization is a priority at Hillsboro Elementary. The campus implements "Summer Academies" aligned to our needs and priorities. Administrators and teacher leaders collaborate to deliver these academies each summer. All staff members have an awareness of the beliefs that define our vision at Hillsboro Elementary. These beliefs are the driving force behind all decisions, including employment.

Staff Quality, Recruitment, and Retention Strengths

- Quality new teacher induction program
- Staff development through Summer Learning Festival
- Quality administrators
- Opportunities for collaborations and teamwork
- Develop and encourage aspiring leaders through professional development and leadership building opportunities

Staff Quality, Recruitment and Retention Needs

*Alignment of staff diversity with student diversity

*Continued accurate, effective and on-going feedback and appraisals of personnel

*Continue to reduce teacher turn-over rate

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: HISD experiences low applicant pool in all areas. **Root Cause:** Geographical location

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

- Principals and lead teachers collaborate to design meaningful Summer Learning Festival courses based on campus curriculum needs and focus areas
- The writing vertical alignment team focuses on writing and the writing process
- The Literacy Coach collaborates with teachers consistently to provide a complete literary program
- Teachers continue to use running records to assess students
- Teacher training for Neuhaus Language Enrichment program has been continued for new staff
- Continued implementation of Neuhaus Language Enrichment program with fidelity to increase foundational skills
- Teachers use the Guided Math model for whole group and math intervention instruction
- Instructional Coach has been added to support teachers with curriculum and student growth

Curriculum, Instruction and Assessment Needs

- *Increase the use of fidelity checks in the processes for programs and curriculum resources
- *Embedding technology applications in curriculum grades K-2
- *Utilize NWEA screening data to set goals and target instruction based on student needs
- *Unpack, understand and then teach to the specificity of TEKS
- *Utilize appropriate pacing and prioritization during instruction

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Continued understanding of new YAG with teaching to the specificity of the TEKS. **Root Cause:** Staff turn over and adjustment in the lesson design process.

Parent and Community Engagement

Parent and Community Engagement Summary

Hillsboro Elementary is committed to the sustainability and support of family and community. The campus strives to achieve family and community partnerships that positively impact the success of all students.

Hillsboro Elementary has a well-established framework in which the basic components of school, family, and community partnerships exist. Included in this framework are organized parental entities that regularly meet and interact with the campus. These organizations include: Choose Love Champions, Rhythm Rascals, Reading Rascals, Math Monsters, PTO, Watch D.O.G.S., Parent Volunteers and the collaboration with Hill College America Reads program. The Education Foundation supports our school through educational grants. Communication is key to the effectiveness of all family and community involvement. Through the use of our local newspaper, internally printed and electronic communication tools, stakeholders receive information and are given opportunities to provide critical feedback.

Parent and Community Engagement Strengths

- Relationship with PTO, Watch Dogs, parent volunteers & Hill College
- District and School Improvement Committees
- Social Media- Twitter, Facebook, District App
- Connections Publications
- Blackboard Connect Message System
- Relationship with local newspaper
- Involvement in local clubs such as Lion's Club, Rotary Club, Sesame Club etc.
- District and campus website
- Skyward Parent Access Portal
- Provide translators at parent meetings and ARD's
- Provide notes home in English and Spanish
- Fall Festival, Family Literacy Night and other family events
- Positive business and community partnerships

Family and Community Involvement Needs

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

*Parent education- 21st century learning, instructional practices and technology implementation

*Transparency among all stake holders

*Improved communication between English and Spanish speakers

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Only a small percentage of parents are engaged in the life of the school. **Root Cause:** Understanding of parent-school collaboration and parent accessibility.

School Context and Organization

School Context and Organization Summary

Hillsboro Elementary has a principal, assistant principal, counselor and an instructional coach. A-Team meetings for principals are held regularly. These meetings are led by the superintendent and provide valuable information and learning opportunities that strengthen the professional community within the school. Hillsboro Elementary holds faculty meetings each month or more often if needed. The Hillsboro Elementary Leadership Team works with district support staff, instructional coach and lead teachers to design PLC time for teachers to collaborate on a regular basis outside of their normal planning time.

School Context and Organization Strengths

- 100% High Quality teaching staff
- Strong administrative leadership
- Bilingual staff including front office, teachers and paraprofessionals
- Positive learning environment
- Culture of a learning organization present throughout Hillsboro Elementary
- Compliance with regulations
- Teachers have a voice in decision-making process and in identifying solutions via faculty meetings, design team meetings, DEIC, CIT, PLC and other district teacher leadership opportunities

School Context and Organization Needs

- *Continue to improve communication between campus and community
- *Continue to improve parental involvement opportunities
- *Continue to assess the physical needs and operations of the school

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Lack of opportunities for constructive parent feedback. **Root Cause:** Feedback is not sought routinely.

Technology

Technology Summary

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

Technology Strengths

- Administrative use of technology for campus organizations, communication and professional development
- Teachers emphasize the use of technology and applications in the classroom
- Hillsboro Elementary has wireless access
- Most classrooms are equipped with ceiling mounted projectors, document cameras, and student access to various technologies and applications
- Professional development regarding technology opportunities are available to teachers through Summer Learning Festival courses, trainings and other resources
- Use of AppleTV for various staff and student activities
- Received Reg 12 Technology Grant that allowed us to purchase and integrate robotics
- Continued growth of Technology Committee to brainstorm and align technology uses
- Strong presence on Social Media for communication at Hillsboro Elementary

Technology Needs

- *Increase student use of technology as an opportunity to design and create
- *Continued development in administrator and teacher knowledge of technology
- *Skype, Google Hangouts and live broadcast to include more national and global learning opportunities
- *Increase technology devices and applications across the campus

Problem Statements Identifying Technology Needs

Problem Statement 1: Availability of devices for large groups of students to implement lessons designed for creation. **Root Cause:** Balancing the funding of technology with other instructional needs.

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: November 01, 2018

Goal 1: Through collaborative efforts ensure a focus on the quality of work provided 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 Source(s) 1: Student achievement data, walk-through and observations, lesson plans, meeting agendas & sign-in sheets, schedules, programatic data, intervention logs, class rosters, technology plan, purchase order and inventory records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide differentiated professional development on integrating 21st century technology skills into instruction and management while increasing teacher's expertise of technology integration into teaching and learning.</p>	2.5	Principals, Director of Instructional Technology	All teachers will leverage technology appropriately into the standards based approach of teaching and learning.			
<p>Problem Statements: School Culture and Climate 1 - Technology 1</p> <p>Funding Sources: Federal, State, Local - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>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.</p>	2.4, 2.5, 2.6	Principals, Instructional Coach, teachers	Increase student academic performance as shown on Lexia and Compass Learning reports across all student sub groups.			
<p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Federal, State, Local - 0.00</p>						

<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Promote differentiated instruction and assessment opportunities 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.</p>	2.4, 2.5, 2.6	Principals, Instructional Coach, teachers	Academic needs will be met through differentiated opportunities including pull-out programs for enrichment and other instruction to meet student needs.			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Federal, State, Local - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Analyze data to address gaps in performance of underperforming populations and at-risk students that focuses on assessed individual needs.</p>	2.4, 2.6	Principals, Intervention teachers, Instructional Coach, Classroom teachers	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.			
<p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1</p> <p>Funding Sources: Federal, State, Local - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>5) Identify students with Dyslexia or other related disorders and provide appropriate intervention and instructional support services.</p>	2.4, 2.6	Director of Innovative Learning, Principals, Dyslexia teacher, teachers	Increased progress in written expression and reading comprehension based on baseline assessment data and ongoing progress monitoring data.			
<p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Federal, State, Local - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>6) Promote integration of English Language Proficiency standards (ELPs) in lesson design and incorporate the use of TELPAS proficiency level descriptors to analyze student work in order to support English Language Learners.</p>	2.4, 2.6	ESL Coordinator, Principals, teachers	As ELLs become more aware of how to improve writing and language proficiencies, there will be a decrease in the achievement gap between the student groups and a higher percentage of ELLs will exit the ESL program.			
<p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Federal, State, Local - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>7) Provide professional development opportunities for special education teachers to collaborate with regular education teachers and provide access to all curriculum resources and tools.</p>		Principals, teachers	Measured by the training of SPED and regular ed staff and how this training is applied in the classroom.			
<p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Federal, State, Local - 0.00</p>						
<p>Critical Success Factors CSF 6</p> <p>8) Cultivate and support student experiences at all grade levels through participation in UIL, Rhythm Rascals, Reading Rascals and Math Monsters.</p>	2.5	Principals, Event coordinators	Increased number of students participating in activities.			
<p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Federal, State, Local - 0.00</p>						
<p>Critical Success Factors CSF 6</p> <p>9) Promote good sportsmanship, healthy competition and good character through PE programs and social emotional learning opportunities.</p>	2.5	Principals, counselor, coaching staff, teachers	Improved positive behaviors and good character of students.			
<p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Federal, State, Local - 0.00</p>						

Critical Success Factors CSF 6 10) Continue to assess the facility needs and report maintenance needs of problematic areas.	Principals, Maintenance	Continued practice of providing safe and well maintained learning spaces.			
	Problem Statements: School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00				
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Meeting the needs of ELL students. Root Cause 1: Parents understanding of expectations in order to help at home and involvement at school.
Student Achievement
Problem Statement 1: Large number of students receiving RTI services. Root Cause 1: Struggle with retention of foundational skills in core content areas.
School Culture and Climate
Problem Statement 1: Understanding and implementation of design qualities in lesson planning. Root Cause 1: Lack of training and experience among teachers with the design qualities.
Curriculum, Instruction, and Assessment
Problem Statement 1: Continued understanding of new YAG with teaching to the specificity of the TEKS. Root Cause 1: Staff turn over and adjustment in the lesson design process.
School Context and Organization
Problem Statement 1: Lack of opportunities for constructive parent feedback. Root Cause 1: Feedback is not sought routinely.
Technology
Problem Statement 1: Availability of devices for large groups of students to implement lessons designed for creation. Root Cause 1: Balancing the funding of technology with other instructional needs.

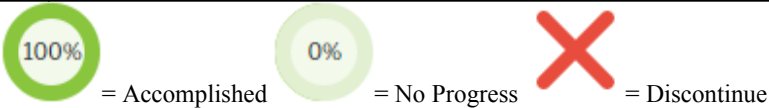
Goal 2: Increase understanding of and commitment to the HISD Beliefs by developing a sense of ownership among key audiences.

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

Evaluation Data Source(s) 1: Lesson plans, observations and walk-throughs, E3, student work, meeting agendas and sign-in sheets, parent meeting sign-in sheets and presentations, counselor logs, Restorative Discipline documentation, teacher feedback/surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Promote design of meaningful and authentic learning experiences that are aligned to the specificity of the student expectations of the TEKS and leverage our resources to include student choice, interest, technology integration and real-world relevancy in order to transform students into creative thinkers.</p>	2.4, 2.5, 2.6	Principals, Instructional Coach, teachers	Increased participation in designing meaningful work and the use of online resources which will lead to student growth, mastery of TEKS and profound learning.			
<p>Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Seek out and interview the best and brightest professionals and paras not only aligned to our district/campus needs and priorities, but those that also have the same beliefs about teaching and learning as the district/campus.</p>		Superintendent, Human Resources Director, Principals	Hiring of professionals that meet our district/campus needs and share our common educational beliefs.			
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Federal, State, Local - 0.00</p>						
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) Provide an effective teacher induction and mentoring program that provides on-going support to improve teaching and performance while promoting professional well-being.</p>		Superintendent, Director of Human Resources, Executive Director of Curriculum and Instruction, Principals	Impact can be measured by decrease of new teacher leaving the district/campus after the first one to five years.			
<p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: Federal, State, Local - 0.00</p>						

Critical Success Factors CSF 1 CSF 6 4) Create a culture of college and post secondary education that allow students to participate in career education and awareness activities.	2.5	Principals, Counselor, teachers	Increased awareness of college and career readiness.			
	Problem Statements: School Context and Organization 1					
PBMAS 5) Comply with all state mandated training programs to ensure the safety and security of all students in their education program.	2.6	Principal, Counselor	Increase awareness and reduce instances of bullying. Increase awareness for signs of abuse, neglect or sexual harassment.			
	Problem Statements: Demographics 1 - School Culture and Climate 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6 6) All staff members will be aware of suicide prevention protocols and requirements for parental and guardian notification process.		Principals, Counselor, teachers	Increased understanding of suicide prevention strategies and improved communication with parents for student safety.			
	Problem Statements: School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 CSF 4 CSF 6 7) Promote a paradigm shift from use of traditional punitive discipline practices to restorative discipline practices.		Principals, Counselors, teachers	Impact can be measured by a reduction of major discipline issues and ISS/Refocus placements.			
	Problem Statements: Student Achievement 1 - School Culture and Climate 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6 8) Counselors on each campus will conduct guidance lessons on conflict resolution and violence prevention to promote healthy relationships.		Principals, Counselor	Improved relationships among students and strong positive culture on campuses.			
	Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 Funding Sources: Federal, State, Local - 0.00					
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Meeting the needs of ELL students. Root Cause 1: Parents understanding of expectations in order to help at home and involvement at school.
Student Achievement
Problem Statement 1: Large number of students receiving RTI services. Root Cause 1: Struggle with retention of foundational skills in core content areas.
School Culture and Climate
Problem Statement 1: Understanding and implementation of design qualities in lesson planning. Root Cause 1: Lack of training and experience among teachers with the design qualities.
Staff Quality, Recruitment, and Retention
Problem Statement 1: HISD experiences low applicant pool in all areas. Root Cause 1: Geographical location

Curriculum, Instruction, and Assessment

Problem Statement 1: Continued understanding of new YAG with teaching to the specificity of the TEKS. **Root Cause 1:** Staff turn over and adjustment in the lesson design process.

School Context and Organization

Problem Statement 1: Lack of opportunities for constructive parent feedback. **Root Cause 1:** Feedback is not sought routinely.

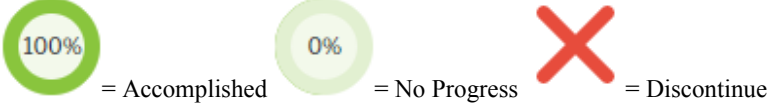
Goal 3: Broaden and strengthen the capacity of the school district as community builders to ensure common understanding of the needs and interests of those we serve beginning with students and including other key audiences.

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

Evaluation Data Source(s) 1: Agendas, sign-in sheets, communication logs, event publicity, copies of newsletters, website, observation and review of social media, newspaper articles.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) HES will host parent conferences, provide opportunities for parents to volunteer, PTO, and opportunities to serve on the District and Campus Advisory committee.</p>	3.1, 3.2	All staff	Increase external and internal communication capacity as to improve communication.			
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: Federal, State, Local - 0.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) HES connects to the community through student programs such as Rhythm Rascals, Reading Rascals, Math Monsters and Choose Love Champions.</p>	3.1	Principals, Counselor, Program Directors, teachers	Community awareness of student activities and successes.			
<p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 Funding Sources: Federal, State, Local - 0.00</p>						
<p>Critical Success Factors CSF 5</p> <p>3) Continue with updates on the campus website and social media to enhance communication efforts including Blackboard Connect.</p>	3.1	Central Office Directors, Principals	Continuous website and social media updates in order to improve communication.			
<p>Problem Statements: School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) HES will spotlight student learning by participating in the district-wide expo of excellence showcase presented for the community.</p>	3.2	All staff	Better understanding of 21st century learning and the work students produce in all content and ancillary areas.			
<p>Problem Statements: School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00</p>						

Critical Success Factors CSF 1 CSF 5 CSF 6 5) Continue to foster a positive relationship with the local newspaper and radio.	3.2	Principals, Counselor	Improved lines of communication that will increase community/school/parent partnerships.			
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 5 CSF 6 6) HES will continue to solicit input from all stakeholders to plan and make recommendations for campus improvements.		Principals, Counselor, teachers	Increases communication effectiveness and input from stakeholders.			
	Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00					
						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Understanding and implementation of design qualities in lesson planning. Root Cause 1: Lack of training and experience among teachers with the design qualities.
Parent and Community Engagement
Problem Statement 1: Only a small percentage of parents are engaged in the life of the school. Root Cause 1: Understanding of parent-school collaboration and parent accessibility.
School Context and Organization
Problem Statement 1: Lack of opportunities for constructive parent feedback. Root Cause 1: Feedback is not sought routinely.

State Compensatory

Budget for Hillsboro Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
19911611900104930000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$551,450.00
21111611900104930000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$130,025.00
19911612900104930000	6129 Salaries or Wages for Support Personnel	\$17,800.00
21111612900104930000	6129 Salaries or Wages for Support Personnel	\$18,810.00
19911614100104930000	6141 Social Security/Medicare	\$7,665.00
21111614100104930000	6141 Social Security/Medicare	\$2,000.00
19911614200104930000	6142 Group Health and Life Insurance	\$26,300.00
21111614200104930000	6142 Group Health and Life Insurance	\$5,755.00
19911614300104930000	6143 Workers' Compensation	\$3,460.00
21111614300104930000	6143 Workers' Compensation	\$905.00
19911614400104930000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$39,900.00
19911614500104930000	6145 Unemployment Compensation	\$1,210.00
21111614500104930000	6145 Unemployment Compensation	\$320.00
19911614600104930000	6146 Teacher Retirement/TRS Care	\$16,305.00
21111614600104930000	6146 Teacher Retirement/TRS Care	\$15,330.00
6100 Subtotal:		\$837,235.00
6200 Professional and Contracted Services		
21111621900104930000	6219 Professional Services	\$12,500.00
6200 Subtotal:		\$12,500.00

6300 Supplies and Services		
21111639900104930000	6399 General Supplies	\$15,000.00
		6300 Subtotal:
		\$15,000.00
6400 Other Operating Costs		
21113649900104930000	6499 Miscellaneous Operating Costs	\$5,000.00
		6400 Subtotal:
		\$5,000.00

Campus Funding Summary

Federal, State, Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
Sub-Total					\$0.00

	Grand Total \$0.00
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Addendums



ESC Region 12 ID&R PLAN 2018-2019



REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.</u> <u>Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migrant Children:</i> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <i>Currently Eligible Migrant Children:</i> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 3 days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	Staff: Designated SEA Reviewers	Within 5 days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3 rd birthday.
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. <u>Eligibility review.</u> Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP	January – June
F. <u>Other</u>		
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. <u>Other</u>		

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

School District: Hillsboro ISD

Priority for Service (PFS) Action Plan

Filled Out By: Polo Vielma / Tonya Ramos

Region: 12

Date: 7 -19 -18

School Year: 2018 - 2019

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s):


To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.

Objective(s):

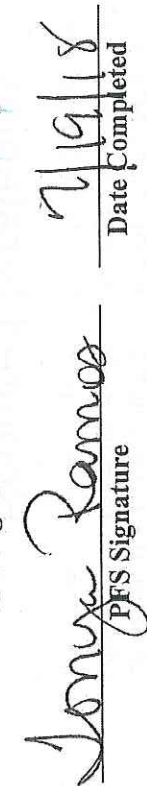
Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.

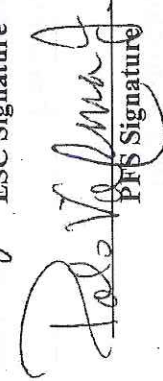
Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August	MEP Coordinator, PFS Instructor	PFS Action Plan
Required Strategies			
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	August - May	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	August - May	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	August - May	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
Provide services to PFS migrant students.			

<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	September - May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials


 LEA Signature _____ Date Completed 9/11/18


 ESC Signature _____ Date Received _____


 PFS Signature _____ Date Completed 7/19/18


 PFS Signature _____ Date Completed 07/19/18

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>