

Keller Independent School District



Hillwood Middle School

2026-2027 Campus Improvement Plan

Mission Statement

The Hillwood Middle School community is dedicated to developing students into self-confident, highly educated, and well-rounded individuals.

We Will:

- Create a secure, welcoming environment
- Embrace our cultural diversity
- Engage the students with challenging educational opportunities
- Provide opportunities to develop the whole child
- Establish a culture of character, honor, and service

Vision

Hillwood Middle School...an exceptional school committed to developing and inspiring life-long learners and leaders.

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Comprehensive Needs Assessment

Demographics

Summary

Hillwood Middle School is a fantastic school with many high achieving students and exemplary programs from athletics to Fine Arts. We serve approximately 1011 students in a diverse community which our school community has set high expectations for success in the classroom. The following is our student groups that reflect the strong diversity at Hillwood Middle School:

African American - 12%

Hispanic - 28%

White - 41%

Asian - 10%

Economically Disadvantaged - 37%

504 - 9%

Special Education - 17%

At Risk - 35%

Gifted and Talented - 9%

Strengths

Hillwood Middle School has established systems to identify student needs early and provide targeted academic, social, and behavioral interventions to ensure every student has access to the resources necessary for success.

The campus benefits from a well-balanced mix of veteran teachers who bring deep expertise and institutional knowledge, alongside newer educators who contribute fresh perspectives and innovative practices.

Faculty and staff consistently demonstrate a collaborative spirit and a willingness to adapt practices in order to improve student outcomes and strengthen the overall school community.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 There is a continuing trend of a decrease in the student population and an increase in economically diverse students at our school.	The housing market may have created a bottle neck in homes not being sold due to low interest rates and families are not leaving once their children graduate. Home values have increased as well driving many families to multi-family units with a lower bar of entry creating a more economically diverse community.

 = Priority

Student Learning

Summary

The 2025-26 School Report Card Hillwood Scored an Overall Rating of an 82. Hillwood carried a 95% Attendance Rate, an 85 in Student Achievement, a 79 in School Progress, with a 74 in Closing the Gaps. Hillwood has historically performed higher than the state average in all core content areas based on the STAAR Assessments. Hillwood scores in the most recent STAAR are as follows:

Grade 7 Reading/Language Arts - 45% meets/20%masters

Grade 7 Math - 25%meets/2%masters

Grade 8 Reading/Language Arts - 68%meets/37%masters

Grade 8 Math - 51%meets/19%masters

Grade 8 Social Studies - 42%meets/21%masters

Grade 8 Science - 42%meets/18%masters

Algebra 1 - 90%meets/76%masters

Biology - 99%meets/71%masters

English 1 - 100%meets/42%masters

Strengths

Hillwood Middle School higher achieving students in our advanced classes are receiving needed differentiated supports to be successful on State Assessments, local assessments, and classroom assessments.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	There is an achievement gap between our special needs students and our African American Students compared to other students	Our diverse population needs more learning and development targeted supports that fill much needed gaps in learning

★ = Priority

School Processes & Programs

Summary

At Hillwood Middle School, we are dedicated to fostering a comprehensive educational experience that promotes both academic achievement and personal growth. Our programs and practices are intentionally designed to support student success, encourage teacher collaboration, and cultivate a positive school culture.

Academic Programs

- **AVID (Advancement Via Individual Determination):** As a National Demonstration School, our AVID program offers structured academic support while providing students with opportunities for college visits and career exploration through the Keller Center for Advanced Learning.
- **Extracurricular Engagement:** Students actively participate in athletics, fine arts, leadership initiatives, and various clubs, helping to build essential skills such as accountability, teamwork, and discipline.
- **Homework Help:** Offered four days a week, our after-school Homework Help program allows students to receive academic assistance from teachers, ensuring clarity and completion of assignments.

Teacher Support and Professional Development

- **Professional Learning Communities (PLCs):** We allocate full-day PLC sessions throughout the year to enable teachers to analyze student data, plan instruction, and develop targeted interventions.
- **Instructional Coaching:** Two dedicated instructional coaches provide ongoing support through modeling, coaching, and professional development.
- **Small Group Instruction:** Seasonal tutors are employed to deliver small-group instruction during the school day, offering personalized academic support to students.

Student Success and School Culture

- **No-Phone Policy:** In alignment with state guidelines, our no-phone policy has led to a significant reduction in disciplinary incidents related to social media, bullying, and physical altercations.
- **Tier 1 Interventions and Consequences:** We implement a range of proactive measures including lunch detentions, after-school detentions, Saturday School, and the removal of privileges to reinforce accountability.
- **Family Engagement:** We prioritize transparent communication with families through scheduled parent meetings focused on student progress and collaborative support strategies.
- **Data-Driven Practices:** Regular data talks are conducted to monitor academic performance and implement timely interventions.

Through these initiatives, Hillwood Middle School remains committed to nurturing academic excellence, student responsibility, and a supportive learning environment.

Strengths

Hillwood Middle School continues to demonstrate excellence through robust programs and strategic instructional support:

Program Highlights

- **Fine Arts, Athletics, and AVID:** Our Fine Arts and Athletics programs consistently foster student growth and achievement. Our AVID program not only supports students academically but also provides professional development for staff, equipping teachers with research-based strategies to enhance classroom engagement and student learning outcomes.

Instructional Leadership and Support

- **Department Leadership:** A strong team of Department Leads collaborates to strengthen instruction across core academic areas, ensuring alignment with district curriculum and student needs.
- **Instructional Coaching:** Our academic coaches in Math and English work closely with teachers to support instructional

planning, data analysis, and the implementation of targeted strategies that drive student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Continuous coaching and reminding of the importance of the systems we have in place for our teachers to assist with our students.	Turn over of staff and administration creates a pausing effect at the beginning of the year of learning the new systems.

★ = Priority

Perceptions

Summary

Based on surveys of our teachers and community Hillwood Middle School is a wonderful school with great students. There are some teachers who struggle with the small percentage of students who create distractions and many who believe they are a mere challenge but not a major impact on their classroom.

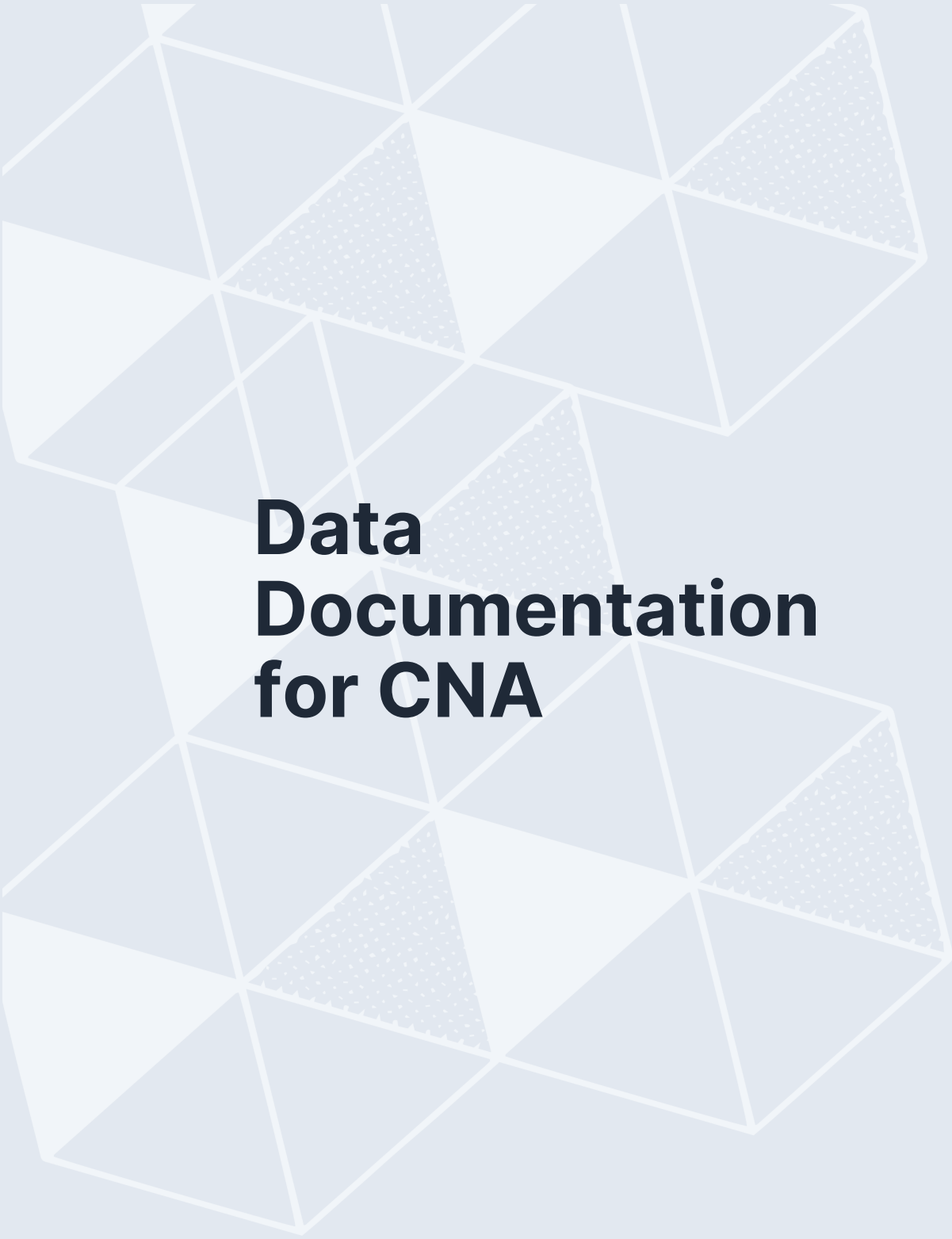
Strengths

We are a growing diverse community of students that best represents what our students will most likely interact with while in the larger community of Texas. Our students have positive interactions each day with many diverse students and create relationships that expand to high school.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	The perceptions of Hillwood at times can be viewed as negative to the community of Hillwood and the greater Keller ISD area for a lack of total understanding of our students as a whole.	The changing demographics over a short period of time and the focus of a small percentage of students who have created some distractions, has allowed a negative perception about Hillwood to filter through the community and beyond.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Local benchmark or common assessments 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

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records

Employee Data

- ☒ Staff surveys and/or other feedback

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Communications data



Goals

Goal 1 Increase Student Achievement

Performance Objective 1

60% of students will score Meets in English as measured by the 2027 STAAR

Action Step 1

Implement PLC protocols to ensure data informed, reteach, and enrichment plans after each common assessment

Measures: Data analysis of Summative Assessments and District Common Assessments identifying areas of strength and areas of needed growth

Staff Responsible for Monitoring: Assistant Principals, Principal, Department Leads, and Teachers

Progress Reviews

December

February

June

Action Step 2

Use spiraled review and bell ringers of previous STAAR questions to increase content retention.

Measures: Improvement in common and summative assessments through PLC data analysis

Staff Responsible for Monitoring: Principal, Assistant Principal, Department Heads, and Teachers

Progress Reviews

December

February

June

Action Step 3

Continued use of MAP Data to show growth and areas of improvement to assist in the PLC protocol to create a plan for targeted interventions.

Measures: Improvement in student success through data analysis of MAP during PLC creating intervention strategies for students

Staff Responsible for Monitoring: Principal, Assistant Principal, Department Heads, Teachers

Progress Reviews

December

February

June

Performance Objective 2

60% of students will score Meets in Math as measured by the 2027 STAAR

Action Step 1

Implement PLC protocols to ensure data informed, reteach, and enrichment plans after each common assessment

Measures: Data analysis of Summative Assessments and District Common Assessments identifying areas of strength and areas of needed growth

Staff Responsible for Monitoring: Principal, Assistant Principal, Department Heads, Teachers

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Measures: Improvement in student success through data analysis of MAP during PLC creating intervention strategies for students

Staff Responsible for Monitoring: Principal, Assistant Principal, Department Heads, Teachers

Progress Reviews

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Performance Objective 3

35% of students will score Master's in Science and Social Studies measured by the 2027 STAAR

Action Step 1

Continued use of MAP testing data to identify instructional or curriculum areas of growth. Teachers will analyze their data during quarterly PLC meetings and professional development days, analyzing their class and individual student needs in order to plan reteaching, targeted interventions, or tutorials for students based on the Learning Continuum report

Measures: MAP and Curriculum Assessment Data

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, teachers

TEA Priorities: Connect high school to career and college

Progress Reviews

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Action Step 2

Teachers will meet weekly to analyze data, including MAP scores, unit assessments, and formative assessments, to inform and enhance their instruction.

Measures: All Assessment Data - MAP, previous STAAR, Curriculum Assessments

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, teachers

TEA Priorities: Build a foundation of reading and math

Progress Reviews

December

February

June

Action Step 3

Incorporate writing assignments for each unit so that students can learn, practice and receive timely feedback on their writing.

Measures: Essay's
DCA

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, Teachers

TEA Priorities: Connect high school to career and college

Progress Reviews

December

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June

Goal 2 Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1

By May 2027, 75% of surveyed parents will "Always" or "Very Often" feel their student is supported at school.

Action Step 1

Provide consistent communication to families and the community through weekly newsletters, ParentSquare, campus social media, and other avenues to share information, celebrate student success, and promote opportunities for involvement.

Measures: Parent surveys sent to families throughout the year.

Staff Responsible for Monitoring: Assistant Principals, Principal, Department Leads, and Teachers

Progress Reviews

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June

Action Step 2

Submit parent surveys 3 times a year to receive feedback from the community about Hillwood Middle School throughout the year.

Measures: Parent surveys sent to families throughout the year.

Staff Responsible for Monitoring: Assistant Principals, Principal, Department Leads, and Teachers

Progress Reviews

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Action Step 3

Collaborate with the Leadership team on the weekly newsletter to include important information about student safety and community promotion.

Measures: Weekly Leadership meetings and monthly Department Lead meetings throughout the year.

Staff Responsible for Monitoring: Assistant Principals, Principal, Department Leads, and Teachers

Progress Reviews

December**February****June**

Performance Objective 2

Increase number of events for parents and students to attend throughout the year: Preview Night, Fall Dance, Spring Dance, Counseling Events, rising 6th and 7th grade events in the spring.

Action Step 1

Utilize the Charger Committee to gather staff input and plan meaningful events that bring Hillwood students, staff, families, and the community together to strengthen school culture and engagement.

Progress Reviews

December**February****June**

Action Step 2

Increase participation in parent and student events by using multiple communication methods--including email, text/social media, school announcements, flyers, and teacher outreach--to promote each event and encourage families to attend.

Progress Reviews

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Action Step 3

Utilize the Rising Charger Committee (A committee comprised of staff members who collaborate on the addition of 6th grade students) for input on future events to bring the community, students, and staff together at Hillwood Middle School.

Progress Reviews

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Performance Objective 3

Establish a student committee to give input to student successes, campus events, challenges, and campus needs.

Action Step 1

Conduct student voice meetings and feedback activities throughout the school year to gather input on student successes, campus events, challenges, school culture, and identified campus needs.

Progress Reviews

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Action Step 2

Implement student-informed improvements by selecting feasible student recommendations each semester and involving committee members in planning, promoting, or evaluating the resulting initiatives and events.

Progress Reviews

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June

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By July 2027, HMS will maintain 85% of the teaching staff to maintain high-quality instruction and processes.

Action Step 1

Strengthen new teacher and staff support systems through mentoring, coaching, and regular check-ins to promote successful integration and long-term retention.

Measures: Teacher surveys throughout the year, campus committee input, and student committee input.

Staff Responsible for Monitoring: Assistant Principals, Principal, Department Leads, Counselors and Teachers

Progress Reviews

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Performance Objective 2

By May 2027, Hillwood Middle School will improve the efficiency and clarity of internal communication by ensuring that 80% of staff report satisfaction with campus communication systems (weekly newsletter, meeting structures, and feedback loops), as measured by the annual district employee climate survey and mid-year campus surveys.

Action Step 1

Each week a staff newsletter is communicated with weekly events, updates, and teachers in action. Our HUB - a document that houses Charger school information - is updated and utilized for staff to find school and district information.

Measures: Teacher surveys throughout the year, campus committee input, and student committee input.

Staff Responsible for Monitoring: Assistant Principals, Principal, Department Leads, Counselors, and Teachers

Progress Reviews

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Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026