

Hallsville Independent School District
Hallsville Intermediate
2022-2023 Campus Improvement Plan



Mission Statement

Hallsville Intermediate promotes excellence by building a culture that believes in the work that we do and in the importance of being a family, designing instruction that provides an equitable and world-class education for each and every child, and developing and deepening relationships with our students and our communities.

Vision

Hallsville Intermediate is a campus that pursues excellence in education.

Value Statement

Our core belief is that students learn best in a loving, respectful, and safe environment. Students are held to high expectations and we meet them where their needs are at. We understand that students learn at their own pace and we allow them to do so.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The HISD needs assessment resulted from a collaboration between DEIC committee members, DEIC subcommittee members, district and campus leadership (ILT), and all stakeholders that completed feedback.

DEIC committee members include:

- Elected, representative professional staff, including at least one SpEd teacher and 2/3 classroom teachers
- Parents of students enrolled in HISD
- Business representatives from Hallsville ISD boundaries
- Community members from Hallsville ISD boundaries

DEIC subcommittee members include:

- A representative from each campus (typically an assistant principal)

ILT committee members include:

- District administration
- Campus principals
- Deans
- District directors and coordinators

Demographics

Demographics Summary

Demographics

Demographics Summary

Hallsville ISD is located in the heart of East Texas, nestled between Longview and Marshall along the I-20 corridor. The town of Hallsville is approximately 4 square miles with a little more than 4,000 residents, according to the 2020 census. However, the school district covers approximately 188 square miles and has more than 18,000 residents. The median age in city limits is 36 years, with 90% of the population being white, followed by 5% Hispanic. The median household income within city limits is \$82, 802, with 33.5% of those households holding a degree above high school. Texas' median income is \$57, 051.

The school district serves students that reside in Hasllville ISD boundaries and students throughout the State of Texas through a partnership with Stride K-12. Inside the ISD boundaries, over 5,300 students in grades pre-K through 12 reside. Those students are served by a staff of approximately 700 individuals. Of this staff, around 350 are professional educators. Texas Virtual Academy of Hallsville (TVAH), our virtual school, serves 15,000 students as of the 2021-2022 school year. That is double what the district served in previous years.

Of the brick and mortar students, HISD's highest growth is in our Hispanic and EL student populations. HISD is well over the state in White students (74% compared to 27%) and Two or More Races (3.9% compared to 2.4%). Even though our EL are growing, we are still well below the state averages (3.8% compared to 19.5%). All other races/ethnicity groups are below state averages. HISD has less Economically Disadvantages and At-Risk than state averages, but the populations are growing for HISD. EcoDis (44% compared to 60.6%) and At-Risk (32% compared to 50%).

Staff data for HISD indicates that 93% of our teaching staff is White, which is disproportionate to our student ethnicities (see above). The average years experience is 12 years, with people staying an average of 8 years in the district.

Student Learning

Student Learning Summary

Due to Covid-19, priorities will continue to be based on 2019 State Data (STAAR and STAAR-Alternate), with the exception of TELPAS, which was able to be scored. In 2018-2019, student achievement was measured in multiple ways.

Locally developed curriculum-based assessment passing standards are at 70% while the state's standards fluctuate. Our students accelerated instruction is based on the higher standard in order for students to continue to achieve at a higher standard.

STAAR and STAAR EOC exams indicate that Hallsville ISD students are above the state in all tested areas with the exception of Mastered in 6th Math.

Areas that were focussed on with professional development (math and writing) had gains.

2019 Meets & Mastered (With TVAHH)

Test	All Students	A. Amer.	Hispanic	White	2+ Races	Eco. Dis	Eng. Learner	Special Ed.
All Subjects	41	21	29	51	35	32	18	16
ELA/Reading	43	25	33	51	37	34	13	14
Mathematics	38	17	24	49	32	30	28	17
Writing	38	19	29	46	28	26	11	11
Science	41	17	25	54	41	35	17	16
Social Studies	44	26	34	53	32	37	13	24

2018 Meets & Mastered

Test	All Students	A. Amer.	Hispanic	White	2+ Races	Eco. Dis	Eng. Learner	Special Ed.
All Subjects	57	39	45	61	51	43	21	24
ELA/Reading	57	35	45	61	47	43	17	24
Mathematics	56	39	47	60	51	43	28	26
Writing	47	*	35	51	*	32	*	*
Science	64	49	47	68	67	47	*	*
Social Studies	62	*	48	67	55	45	*	*

List identified priorities based on achievement data disaggregate by sub-population categories. Blackout Week June 2019

African American, 2+ races, Hispanic populations are below other student populations. Special Education (though they made progress) will continue to be priorities in Reading and Math.

In which areas are we showing growth?

Math and Writing were areas showing growth according to 2019 STAAR. Both were focal points for professional development.

Which sub-population groups are making progress?

Economically disadvantaged - At-Risk- A focus on closing achievement gaps and providing intervention strategies when needed through our RTI process.

What are the student mobility rates?

It appears that they continue to rise

What are the student attendance rates by sub-population?

District attendance rates are down as a whole

What instructional supports are in place to ensure all students succeed and how do they address sub-populations? Administrative supports?

SMART Walks, CPT, Data Meetings, PH, 4 year planning with counselors

School Processes & Programs

School Processes & Programs Summary

HISD acts, in all things, as a Professional Learning Community. Based on perceptions from staff, these practices are strong across the district. According to perceptions from staff, HISD has a strong service model for our GT and ESL students. Staff feel positively about the district's RtI procedures, including the newly implemented behavior steps. Areas of growth for the district would be our technology infrastructure and STEAM in grades K-8. There are concerns about how to serve EL newcomers and the growing dyslexia population. There are also concerns of applicant pools for teaching staff.

Professional development is planned through examining data and consulting with stakeholders. Principals have input into P.D. during Instructional Leadership Team meetings and teachers have input through their SBD and lead teacher teams.

HISD is implementing a SEL curriculum this year based on data from behavior RtI and surveys indicating this is a need across the district.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Goals

Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 1: Reading Improvement -

Grade 3 : 50% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 50%)

All Grades: 100% of students will show growth in the area of reading and Meets/Masters will rise from 43% to 45% for all students.

Evaluation Data Sources: STAAR

Local Common Formative Assessments

RtI and Intervention Data

Circle

TX-KEA





TPRI









K-5 use F&P BAS

NWEA (for TVAH)

4-English II use STAAR and/or ISIP

EL students use TELPAS and Summit K-12 in addition to those above

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will get the remediation required through in class supports, enrichment, and/or intervention.</p> <p>Strategy's Expected Result/Impact: Accelerated learning All students on grade level Increase in state assessments</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators District Reading Specialist</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional development will be targeted to address new ELA standards and the emphasis on combining writing with all subjects.</p> <p>Strategy's Expected Result/Impact: Students writing across curricular areas Increased assessment scores</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators District Reading Specialist</p>	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: District level Reading Specialist will coordinate K-8 schoolwide initiatives, including targeted intervention, Reading Academies, professional development, and CIA support.</p> <p>Strategy's Expected Result/Impact: All students on grade level All students showing growth Fewer dyslexia/dysgraphia referrals</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator TVAH Administrators District Reading Specialist</p>	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District and Campus Instructional Leadership Team will review data at least quarterly as a team and individually with principals, including Individual Student Growth Plans.</p> <p>Strategy's Expected Result/Impact: Growth for all students Increase in state assessments</p> <p>Staff Responsible for Monitoring: Asst. Supt. of Learning Dir. of Special Education Dir. of Spec/Fed Programs TVAH Coordinator Assessment Coordinator Campus Principals</p>	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 2: Math Improvement:

Grade 3: 54% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 58%)

All Grades: 100% of students will show growth in the area of math and Meets/Masters will rise from 33% to 35% for all students. .

Evaluation Data Sources: STAAR

Local Formative Assessments









RtI and Intervention Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continued professional development, coaching, instructional support by outside consultant(s). Strategy's Expected Result/Impact: Growth for all students in mathematics.</p> <p>Instructional strategies evident through T-TESS observations Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Economically disadvantaged students have priority in math intervention and extension activities. Strategy's Expected Result/Impact: State assessment results to increase from 30% to 36% to meet state indicators Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: District and Campus Instructional Leadership Team will review data at least quarterly as a team and individually with principals, including Individual Student Growth Plans. Strategy's Expected Result/Impact: Growth for all students Increase in state assessments Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator TVAH Administrators</p>	Formative		
	Oct	Jan	Apr
<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 3: College, Career, and Military Readiness will increase from 38% in 2021 to 63% (state results) in 2022 (five year goal is 90%) through meeting one of the TSDS PEIMS indicators.







Evaluation Data Sources: CCMR reports









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Research and develop PK-12 alignment towards career pathways/CTE/endorsements offered 9-12. Strategy's Expected Result/Impact: STEAM emphasis PK-8 Partnerships with community Staff Responsible for Monitoring: Assistant Superintendent Director of CTE Campus Principal</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Job skills on campus for students that receive services in structured learning and/or behavior classrooms. Strategy's Expected Result/Impact: Students ready for life beyond high school, including the Pathways 18+ program Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education</p>	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 4: Provide services for those students that meet At-Risk criteria that result in them graduating high school.

Evaluation Data Sources: School records of students At-Risk
Graduation Rates







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 100% of Homeless , Foster Care, and Pregnancy Related service students will receive appropriate services based on requirements and needs. Provide services such as transportation, supplies, school fees, and free/reduced lunch services for homeless/foster students.</p> <p>Strategy's Expected Result/Impact: All students in these categories will receive the supports they need to be successful.</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Counselors Campus Nurses</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Follow the TEA approved Dyslexia handbook.</p> <p>Strategy's Expected Result/Impact: Students with dyslexia will progress in the curriculum</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Campus Dyslexia Specialists</p> <p>Funding Sources: Personnel for Dyslexia Specialists - 199 - General Fund: SCE (24/30), Supplies and Materials for Dyslexia Program - 199 - General Fund: SCE (24/30), Dyslexia/Dysgraphia Testing Supplies - 199 - General Fund: SCE (24/30)</p>	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students in danger of failing or students having lost credit (grades 9-12) will be identified through RtI for Intervention/Credit Recovery.</p> <p>Strategy's Expected Result/Impact: Intervention reports will show progress for each student (Read 180, edgenuity, etc)</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principals</p> <p>Funding Sources: Personnel from EOC and Credit Recovery - 199 - General Fund: SCE (24/30)</p>	Formative		
	Oct	Jan	Apr
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselors will follow district system for identifying students At-Risk based on the 14 state criteria.</p> <p>Strategy's Expected Result/Impact: All students at-risk identified and served</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Campus Counselors</p>	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: HISD will provide summer programing for credit recovery, English Learners in K/1, SSI, and those that need further intervention and support.</p> <p>Strategy's Expected Result/Impact: Accelerated instruction Students meeting grade level expectations All students meeting growth expectations</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Campus Principals</p> <p>Funding Sources: Summer School Transportation - 199 - General Fund: SCE (24/30), Summer School Supplies - 199 - General Fund: SCE (24/30), Personnel for Summer Programing - 199 - General Fund: SCE (24/30)</p>	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 5: Implement systems that promote the ability of HISD to students who score in the highest tiers on AP, PSAT, SAT, ACT, and qualify as National Merit Scholars.





Evaluation Data Sources: National Merit Designation
 PSAT/SAT scores
 ACT scores
 AP test scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students identified as Gifted and Talented will be served in their classrooms by a certified GT teacher in grades K-12. Additionally, they will receive additional GT time with the GT coordinator in grades K-5 and GT campus specialists grades 6-8. Focus will be on expanding learning opportunities and deeper thinking.</p> <p>Strategy's Expected Result/Impact: GT students will collaborate with one another and expand their learning Growth in assessment Top tier PSAT scores in 8th grade</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs GT coordinator</p>	Formative		
	Oct	Jan	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

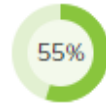
Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 6: Students that are Emergent Bilingual that take TELPAS will meet growth indicators towards English Language Proficiency. Rate will increase from 32% to 37%.

Evaluation Data Sources: TELPAS
Local assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student scoring less than advanced will receive pull out services from ESL personnel and data reviewed monthly for progress and need for further intervention.</p> <p>Strategy's Expected Result/Impact: TELPAS growth for all students Reading on reading level</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs Campus ESL Teachers Campus Principals</p> <p>Funding Sources: Certification Reimbursement for ESL - 199 - General Fund: SCE (24/30), DMAC/LPAC - 199 - General Fund: SCE (24/30)</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent meeting at least once per semester for just bilingual parents to train on resources and build relationships between home and school.</p> <p>Strategy's Expected Result/Impact: Increased student performance Increased parent participation in academics</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs Campus ESL Teachers Campus Principals</p> <p>Funding Sources: Parent Engagement - 263 - Title III, Part A</p>	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Summit K-12 implemented by all students that are "Emergent Bilingual".</p> <p>Strategy's Expected Result/Impact: Increased student language proficiency Increased number of students able to reclassify at EOY</p>	Formative		
	Oct	Jan	Apr

Staff Responsible for Monitoring: Director of Federal/Special Programs
Campus ESL Teachers
Campus Principals



0% No Progress



100% Accomplished



Continue/Modify



Discontinue

Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 7: Provide academic and non-academic services for those students that meet poverty criteria .







Evaluation Data Sources: STAAR scores

local assessment data

stakeholder survey

Intervention data





Technology data







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor local data at least quarterly for intervention and resources needed. Ensure technology is available to these students as a priority.</p> <p>Strategy's Expected Result/Impact: All students will make academic growth.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Assessment Coordinator Director of Federal/Special Programs Director of Technology Campus principals</p> <p>Funding Sources: Supplies and Materials for At-Risk Students PK-12 - 199 - General Fund: SCE (24/30), CIP Software for TVAH - 199 - General Fund: SCE (24/30)</p>	Formative		
	Oct	Jan	Apr
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: HISD will provide quality choices to our employees that can help improve their quality of life and their financial wellbeing. (Staff Benefits and Wellness)

Performance Objective 1: Provide continuing education and options for staff that anticipate changing times and needs of individuals and their families.

Evaluation Data Sources: Survey results
PD sign in/evaluations











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide on-going, quality professional development for teachers, campus administrators, and district administrators that align with priority areas identified through the comprehensive needs assessment and data review. Including participation in training offered by ESC 7 co-ops and other professional organizations that align with identified needs</p> <p>Strategy's Expected Result/Impact: Increased learning</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HISD will provide PD focusing on identified areas of need for 2022-2023 (virtual learning, PLC processes, ELA and math evidenced based practices, Dyslexia assessment and instruction, 504 law, classroom management, reducing severe behaviors, social emotional learning, new teacher mentors, and administrator evaluation practices (power walks), etc.)</p> <p>Strategy's Expected Result/Impact: 100% of staff trained Evidence in classrooms through T_TESS and Powerwalks Student growth</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator</p>	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Through TCLAS Grant, offer assistance with undergraduate degrees and/or certificates to up to 6 paraprofessionals. Strategy's Expected Result/Impact: Fill vacant teaching positions Staff Responsible for Monitoring: Director of Human Resources	Formative		
	Oct	Jan	Apr
	 55%	 55%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: HISD will provide quality choices to our employees that can help improve their quality of life and their financial wellbeing. (Staff Benefits and Wellness)

Performance Objective 2: HISD will maintain 100% qualified staff, through state certification or district of innovation qualifications.





Evaluation Data Sources: HR records
TEA records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Uncertified hires will complete certification requirements within the first school year. Strategy's Expected Result/Impact: All staff will be certified by the end of the school year. All students will be taught by a highly qualified teacher. Staff Responsible for Monitoring: Director of Human Resources Campus Principals</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All ELA teachers will be ESL certified within 3 years of being hired, or within 1 year of campus principal notification. Strategy's Expected Result/Impact: Improved performance of bilingual students. Staff Responsible for Monitoring: Campus ESL Teachers Campus Principals Director of Federal/Special Programs Director of Human Resources</p>	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ALL K-5 core teachers and 6-12 advanced teachers will be GT certified within 3 years of being hired, or within 1 year of campus principal notification. Strategy's Expected Result/Impact: Higher level, differentiated instruction in all classrooms. Staff Responsible for Monitoring: GT coordinator Campus principals Director of Federal/Special Programs Director of Human Resources</p>	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: HISD will strengthen our comprehensive programs related to safety, discipline and culture on all campuses, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture)

Performance Objective 1: Improve campus climate and culture related to student discipline across the district; discipline referrals will decrease.

Evaluation Data Sources: Discipline reports through Skyward







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide a Discipline Alternative Education Program (DAEP), with data analysis and a transition plan coordinated with the campus DAEP liaison.</p> <p>Strategy's Expected Result/Impact: Lower percentage of recidivism Proper intake/outtake meetings Goal setting meetings and review while in DAEP setting consultation with district licensed professional counselor while in DAEP and after release</p> <p>Staff Responsible for Monitoring: Director of Human Resources Campus Principals District LPC</p> <p>Funding Sources: DAEP substitutes - 199 - General Fund: SCE (24/30) - 199E11611200003028000, Personnel for DAEP - 199 - General Fund: SCE (24/30), Supplies for DAEP - 199 - General Fund: SCE (24/30)</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Consistent implementation of character ed curriculum. (Social/Emotional Learning-ESSA)</p> <p>Strategy's Expected Result/Impact: Lessons to include: suicide prevention, conflict resolutions, violence prevention, substance abuse prevention, human trafficking, healthy relationships</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Campus Counselors</p>	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Clearly defined and communicated Positive Behavioral Interventions and Supports (PBIS) at each campus.</p> <p>Strategy's Expected Result/Impact: Team CPI trained Coordination between behavior assistants Systematic checklist aligned with behavior goals and a process for routine evaluation</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education Campus Principals LSSP</p> <p>Funding Sources: Personnel for Behavior Intervention - 199 - General Fund: SCE (24/30)</p>	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Behavior Classrooms at designated campuses to allow behavior redirection and teaching behavior skills.</p> <p>Strategy's Expected Result/Impact: Decrease in disruptive behaviors to the classroom</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education Campus Principals</p>	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Consistent implementation of student code of conduct and quarterly data reviews at the campus level to evaluate trends and interventions.</p> <p>Strategy's Expected Result/Impact: Decrease behavior referrals; major and minor</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principals</p>	Formative		
	Oct	Jan	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: All staff trained on Bullying and Harassment, including new guidance on Title IX protocol, thus decreasing incidences of both.</p> <p>Strategy's Expected Result/Impact: Student allegations will be properly investigated and handled at the campus level. Staff allegations will be properly investigate and handled at the level appropriate to the case.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Human Resources Director of Federal/Special Programs Campus Principals</p>	Formative		
	Oct	Jan	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: HISD will strengthen our comprehensive programs related to safety, discipline and culture on all campuses, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture)

Performance Objective 2: Make a concerted effort to improve student awareness of the danger of drugs and alcohol, while simultaneously implementing systematic methods to mitigate these substances on or near any HISD campus.

Evaluation Data Sources: Skyward discipline reports
SEL curriculum




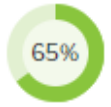




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement lessons in grades 4-12 to include vaping and drug/alcohol awareness.</p> <p>Strategy's Expected Result/Impact: Decrease in disciplinary referrals due to vaping, drugs, and alcohol. Increase involvement by local SHAC and District School Resource Officers in combating these issues Community awareness and support</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Chief of Police</p>	Formative		
	Oct	Jan	Apr
	 50%	 55%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: HISD will continue to operate with a fiscally conservative budgeting approach while also consistently monitoring all budget expenditures. Priority focus and maximum effort will always be given to address the needs of our students and staff. (Financial Management)

Goal 5: HISD will foster and create safe, efficient and sustainable learning environments for all students and staff. (Facility and Infrastructure Improvements)

Performance Objective 1: Ensure all facilities are safe, efficient and operational.






Evaluation Data Sources: Surveys









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use district SRO's and local municipalities to ensure that all facilities meet current codes/regulations.</p> <p>Strategy's Expected Result/Impact: No accidents Safe schools</p> <p>Staff Responsible for Monitoring: Superintendent Director of Maintenance</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campuses submit a list of needs to the district maintenance director who will work with the Superintendent to prioritize those needs.</p> <p>Strategy's Expected Result/Impact: Campus safety and security Aesthetically pleasing buildings</p> <p>Staff Responsible for Monitoring: Superintendent Director of Maintenance Campus Principals</p>	Formative		
	Oct	Jan	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: HISD will develop innovative and sustainable infrastructure and network solutions that will serve the needs of our students and staff in a 21st Century learning environment. (Technology)

Performance Objective 1: Work to provide adequate training and instructional technology support so that all staff and students are highly proficient in the use of technology in the classroom and at home.

Evaluation Data Sources: HISD PD schedule
 Data use on google classroom
 Classroom walkthrough data
 Outcomes that align with TEKS





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Maintenance and Technology departments will work together to assess campus needs to improve district infrastructure according to feedback from TEA needs assessment from June 2020. The "HISD Wireless Network Project 2020" will be updated accordingly.</p> <p>Strategy's Expected Result/Impact: Progress towards updating HISD infrastructure</p> <p>Staff Responsible for Monitoring: Superintendent Director of Maintenance Director of Technology</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Funds will be allocated to ensure each campus is 1:1 in core classes.</p> <p>Strategy's Expected Result/Impact: All students that need a device for home learning will have one. Technology integration in classrooms will increase as evident in classroom observations.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Innovation Campus Principals</p> <p>Funding Sources: District TEch - 199 - General Fund: SCE (24/30)</p>	Formative		
	Oct	Jan	Apr
			







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PD will be provided district-wide to support blended learning (3,5,7), digital media specialists (librarians), Google Classroom/LMS, and technology integration; including conferences both virtually and in person.</p> <p>Strategy's Expected Result/Impact: Students will be introduced to Google Classroom and online resources from day 1 of instruction.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Technology Director of Innovation Campus Principals Assessment Coordinator</p>	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Librarians will be trained to provide opportunities for digital literacy skills to students that improve academic achievement and support teachers in the classroom.</p> <p>Strategy's Expected Result/Impact: Librarians will be digital media specialists Improved academic achievement on STAAR and local assessments Support of the blended classroom model</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Innovation Campus Principals Campus Librarians</p>	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: HISD will strive to connect and engage with all community stakeholders and foster a culture of transparency and accessibility with all patrons.

Performance Objective 1: Stakeholders will be communicated about regarding student progress, financial transparency, ways to participate in their student's learning.

- Evaluation Data Sources:** Newsletters
 Websites
 Open Meetings
 Event Flyers
 Agendas

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each campus will create and distribute a communication to stakeholders to keep everyone abreast of campus events and student achievement.</p> <p>Strategy's Expected Result/Impact: Stakeholder involvement Positive perception of schools</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide quarterly office newsletter highlighting district events and "happenings."</p> <p>Strategy's Expected Result/Impact: Positive image of district Increase in those willing to volunteer Increase community support of volunteer efforts</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator</p>	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Weekly post on at least 1 social media platform highlighting a positive/current event on campus.</p> <p>Strategy's Expected Result/Impact: Increased social media presence Positive image of school from stakeholders</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator</p>	Formative		
	Oct	Jan	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 7: HISD will strive to connect and engage with all community stakeholders and foster a culture of transparency and accessibility with all patrons.

Performance Objective 2: 90% of all students' parents/guardians/family will participate in at least one school sponsored academic activity for/with their children

Evaluation Data Sources: Sign-In sheets
 Parent Survey
 Signed Parent Compact

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide communication in a language parents understand. Strategy's Expected Result/Impact: Increase parental engagement Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hold annual Title I parent information night in the fall of 2022, including the distribution of Parent Engagement Policy and the School-Parent Compact. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Hold at least two parent engagement activities designed to target bilingual families. Strategy's Expected Result/Impact: Increased parental engagement with bilingual parents Staff Responsible for Monitoring: Dir. of Federal/Special Programs ESL campus teachers Campus principals</p>	Formative		
	Oct	Jan	Apr
No Progress Accomplished Continue/Modify Discontinue			

Campus Funding Summary

199 - General Fund: SCE (24/30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Dyslexia/Dysgraphia Testing Supplies		\$0.00
1	4	2	Supplies and Materials for Dyslexia Program		\$0.00
1	4	2	Personnel for Dyslexia Specialists		\$0.00
1	4	3	Personnel from EOC and Credit Recovery		\$0.00
1	4	5	Summer School Transportation		\$0.00
1	4	5	Summer School Supplies		\$0.00
1	4	5	Personnel for Summer Programing		\$0.00
1	6	1	Certification Reimbursement for ESL		\$0.00
1	6	1	DMAC/LPAC		\$0.00
1	7	1	Supplies and Materials for At-Risk Students PK-12		\$0.00
1	7	1	CIP Software for TVAH		\$0.00
3	1	1	Supplies for DAEP		\$0.00
3	1	1	Personnel for DAEP		\$0.00
3	1	1	DAEP substitutes	199E11611200003028000	\$0.00
3	1	3	Personnel for Behavior Intervention		\$0.00
6	1	2	District TEch		\$0.00
Sub-Total					\$0.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Parent Engagement		\$0.00
Sub-Total					\$0.00