

Hallsville Independent School District
Texas Virtual Academy Hallsville
2024-2025 Campus Improvement Plan



Mission Statement

We create a caring environment where students can grow.

Vision

Education for EVERY ONE!

Value Statement

Values

Relationships - Kindness - Efficiency

Goal

EVERY student enrolled in a K12 powered school shall achieve at least one year's academic growth each school year.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Dates the CNA was developed or revised?

Texas Virtual Academy at Hallsville held our CNA meetings on Thursday, March 28th, Thursday, April 4th and Friday, April 19th. These meetings were available synchronously and asynchronously for all stakeholders. Our final review of the Campus Needs Assessment was on April 29th to review and edit to ensure all stakeholder feedback was reflected.

Stakeholders: List the members by name and role. Parents may not be LEA employees in order to fill the “parent” roles on the committee. Pay special attention to the stakeholders that are plural. You need to ensure that your list includes multiple representatives. You may add rows as needed. This table includes Title I, A Schoolwide and SCE representatives.

| Stakeholder | Names | Role/ Position |
|-------------|---|-----------------------------|
| Parents | Allana Moran, Chicka Feick, Magarrion Segarra, Ma Fardowsa, Jericho Vivero, Sarah Cummins, Lily Wilson | ES, MS, HS Parents |
| Teachers | Shannon Haulotte, Kelly Russell, Julia Bennett, Christia Lee, Colleen Scott, Miriam Cooper, Amber Savoie, Courtney Hague, Luran Lancaster, Steve Henry, Tanja Pettyjohn, Angel Castaneda, Kimberley Boyer, Lindsey Owen, Elizabeth Crawford, Mikayla Narvaez, Rachel Trimble, Whitney Barefoot, Ally Cawthron, Brenna Steele, Laura Bauer, Heather Stepp, | ES, MS, HS and CTE Teachers |
| Principals | Andrea Walker, Rosalyn Petry, Amanda Burdick, Miranda Frink | ES, MS, HS Principals |

| Stakeholder | Names | Role/ Position |
|---|--|--|
| Other School Leaders | Jessica Miller | Assistant Principal |
| | Kyla Pickrell | Executive Director |
| Paraprofessional | Our campus does not have paraprofessional positions. | N/A |
| Administrators | Julie Smith, Erin Jones | HISD TVAH Coordinat ors |
| Indian Tribes/ Tribe Organizations (if feasible) | N/A | N/A |
| Specialized Instructional Support Personnel | Sara Perez | Crisis Resource (Social Worker) |
| | Dailyn Salazar-Narvaez | EB Case Teacher |
| Technical Assistance Providers (if appropriate) | Lyndsey Witt | Senior Manager of School Operations |
| School Staff | Stasha McKinney | TVAH Coordinat or - Special Programs |

| Stakeholder | Names | Role/ Position |
|---|---|--|
| Students (secondary schools) | An Ortuno, Al Moran, Ma Morrison, Ka Morrison, Sa Tai | HS Students |
| Other Individuals as Determined by the School | | |
| Charter School Leaders (in an LEA that has charter schools) | N/A | |
| Include these stakeholders to support State Compensatory Education (TEC 11.251) | | |
| If practicable, at least one representative with the primary responsibility of educating students with disabilities | Criste Diaz and Megan Bone | TVAH Special Education Teachers |
| Other Members of the Community (not parents) | B. Necessary, J. Gillaspie, A. Wingfield | |
| Business Representatives | T. Scholl, A. Maitland. | |

Areas Examined and Data Sources Analyzed: List the areas to be examined during the Comprehensive Needs Assessment Process and the data sources that will be used. You may add additional rows as needed.

| Focus Area/Areas to be Examined | Data Sources Analyzed |
|--|--|
| Demographics | Active Student Demographic MPS Dashboard: <ul style="list-style-type: none"> • Student count and percentages by ethnicity |
| Student Achievement | Academic Growth & Participation Dashboard: <ul style="list-style-type: none"> • Courses passing rate (each course and all), Class connect sessions. • Participation & growth dashboards: Measures provide comparison BOY, MOY, EOY STAAR and Interim data. Tracking of Reading and Math benchmark • Engagement & retention dashboard: GoBox connections vs. passing courses. |
| School, Culture, & Climate | <ul style="list-style-type: none"> • CWM Retention Dashboard: tracks daily attendance, • Engagement & retention- Strong Start Student orientation preparedness, connections. |
| Staff Quality, Recruitment, & Retention | <ul style="list-style-type: none"> • Thriving (teacher) Pulse Check Dashboard: Measure thriving elements, collaborations, agency leadership, and growth. Strengths and weaknesses, 3-year trend, and net promoter score. |
| Curriculum, Instruction & Assessment | <ul style="list-style-type: none"> • Texas Data Dashboard: Passing rates, assessment, historical benchmark/STAAR data, Campus Curriculum maps (lesson plans), state alignment documents. |
| Family & Community Involvement, Engagement | <ul style="list-style-type: none"> • Voice of Customer Dashboard: • Fall & Spring satisfaction gathered from surveys in areas of satisfaction, motivation, expectations, preparedness, and socially well. • Learning Coach/Parent satisfaction • Student First Check-in- input gathered CC login, attendance, grades, collaboration with other students, teacher connection, daily attendance, social. |
| School Organization | <ul style="list-style-type: none"> • Leading and Lagging Indicator Dashboard: 3E Matriculation, Handbook with staffing org chart, Instructional Schedules/calendars, Observation cadence (Teacher SFS Overview rating) |
| Technology | <ul style="list-style-type: none"> • Product support Dashboard: • Technology Product support, • K12 Zone App tracking, • K12 Training Dashboard |

Process Description:

Briefly describe the steps and processes to be used during the completion of the Comprehensive Needs Assessment. Ensure the documentation collected matches this description of your CNA process.

Our Title I Committee met a total of three times synchronously. We were also able to include all required stakeholders by providing asynchronous options through the use of recorded meetings and live spreadsheets and survey questionnaires.

During our first meeting, we were able to work on clarifying the purpose and the process of creating a Campus Needs Assessment. We received feedback from the committee regarding the data provided and were also able to get a better understanding of what data clarifications and additions they would like to have for our second meeting. Finally, committee members rotated through breakout rooms to determine which of the traditional 8 areas they would best be able to provide input on. This ultimately allowed them to submit their preferences on the provided survey.

During our second meeting, we provided time for committee groups to generate strengths and needs for their assigned area. We utilized breakout rooms to ensure that committee members were able to hold open discussions that led to their conclusions of strengths and needs for our campus. Committee members were provided links to the live document and also links to a survey that allowed them to share their opinion openly or with administrators only, if that was their preference.

Our final CNA meeting allowed all committee members to review the strengths and needs established by each committee group. Live documents and surveys were provided for each committee member to share their support, opinions and recommendations of the strengths and needs for each area.

Finally, campus administrators ensured that the final Campus Needs Assessment accounted for the committee's feedback through review prior to submission.

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 less than 4,277 residents, according to the 2020 census. However, the school district covers approximately 188 square miles and has more than 18,000 residents.

The school district serves around 5,500 brick-and-mortar students in grades pre-K through 12.

Additionally, HISD currently serves approximately 20,000 through the Texas Virtual Academy of Hallsville.

The cap for the 2024-2025 school year is 23,000.

Texas Virtual Academy at Hallsville (TVAH), created by a partnership with Hallsville ISD and Stride, K12 Inc., is a “public school at home” available to students across Texas in grades three through 12.

The HISD Board of Trustees approved this partnership with Stride, K12 Inc. on June 16, 2018 and the Texas Virtual Academy at Hallsville began its first school year on August 27, 2018. Recognizing that each student has unique circumstances, TVAH allows alternatives for students who need advanced learning, a bullying-free environment, or the ability to balance their education with extracurricular pursuits or medical needs.

The HISD TVAH administrative offices are located at 311 Willow Street in Hallsville and the TVAH K12 Shared Services are located at 1825 Lakeway Drive, Suite 400 in Lewisville, Texas.

Demographic Data for Texas Virtual Academy of Hallsville (TVAH)

| Year | SPED | EB | CTE | ECO Dis | GT | Dyslexia |
|-----------|-------|-------|---------|---------|------|----------|
| 2023-2024 | 19.45 | 12.36 | 0.08 | 55.7 | 2.32 | 7.96 |
| 2022-2023 | 17.34 | 8.83 | 80.11 | 56.78 | 2.41 | 6.97 |
| 2021-2022 | 16.75 | 8.55 | 46.09 | 57.70 | 2.59 | 6.4 |
| 2020-2021 | 16.07 | 5.61 | No Data | 48.47 | 2.96 | 5.52 |
| 2019-2020 | 15.13 | 3.63 | 31.18 | 30.70 | 1.12 | 4.22 |
| 2018-2019 | 11.76 | 2.75 | 23.19 | 35.98 | .05 | 3.54 |

| Year | Hispanic | White | Asian | Amer. Indian | Native Hawaiian | Two |
|-----------|----------|-------|-------|--------------|-----------------|-----|
| 2023-2024 | 47.40 | 30.19 | 1.43 | 0.49 | 0.14 | |
| 2022-2023 | 46.49 | 28.87 | 1.63 | 0.56 | 0.17 | |
| 2021-2022 | 48.01 | 28.15 | 1.83 | 0.49 | 0.13 | |
| 2020-2021 | 38.36 | 38.14 | 1.28 | 0.49 | 0.11 | |
| 2019-2020 | 36.32 | 40.78 | 1.55 | 0.52 | 0.28 | |
| 2018-2019 | 38.46 | 39.75 | 1.51 | 0.34 | 0.09 | |

Demographics Strengths

- Diversity - small growth in brick and mortar campuses; TVAH has more diversity and reflects more of the State of Texas' diverse populations
- As a campus, TVAH's strengths include our intervention and targeted learning support processes and our focus on improved translation services.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education, Dyslexia, and Section 504 are trending upward. **Root Cause:** The changes in Dyslexia identification criteria and subsequent programing changes. Tier I and II instruction in phonics and phonemic awareness.

Problem Statement 2: We continue to have concerns with communication between the campus, our learning coaches and our students, specifically with our Emergent Bilingual population. **Root Cause:** Our Emergent Bilingual population is one of the largest-growing populations at TVAH.

Student Learning

Student Learning Summary

TVAH uses TFAR, state Interims and STAAR/EOC for assessment data.

Texas Virtual Academy had the following scores on STAAR/EOC exams for the 22-23 school year.

Areas that were focused on with professional development were math and reading. Some gains were seen.

| TVAH STAAR Performance Data | | | | | | | | | | | | | | | | | |
|-----------------------------|---------------------|------|------|------|------------------------|----------------|------|------|------|------------------------|------------------|------|------|------|------------------------|-----------------------------|-----------------------------|
| | Approaches or Above | | | | Comparison 22 vs 23 | Meets or Above | | | | Comparison 22 vs 23 | Masters or Above | | | | Comparison 22 vs 23 | Total # of Students 2022 | Total # of Students 2023 |
| | 2019 | 2021 | 2022 | 2023 | | 2019 | 2021 | 2022 | 2023 | | 2019 | 2021 | 2022 | 2023 | | | |
| 3rd Math | 20% | 28% | 31% | 45% | 14 | 8% | 6% | 13% | 10% | -3 | 4% | 3% | 3% | 2% | -1 | 131 | 179 |
| 3rd Reading | 41% | 49% | 52% | 53% | 1 | 17% | 20% | 27% | 19% | -8 | 9% | 6% | 18% | 4% | -14 | 131 | 179 |
| 4th Math | 15% | 25% | 18% | 19% | 1 | 4% | 8% | 7% | 5% | -2 | 0% | 5% | 4% | 1% | -3 | 323 | 418 |
| 4th Reading | 37% | 41% | 48% | 50% | 2 | 12% | 17% | 21% | 14% | -7 | 5% | 8% | 10% | 4% | -8 | 322 | 414 |
| 5th Math | 43% | 26% | 24% | 32% | 8 | 10% | 8% | 6% | 10% | 4 | 3% | 3% | 2% | 2% | 0 | 427 | 665 |
| 5th Reading | 62% | 49% | 54% | 53% | -1 | 29% | 24% | 26% | 19% | -7 | 10% | 11% | 13% | 6% | -7 | 429 | 662 |
| 5th Science | 30% | 25% | 25% | 23% | -2 | 9% | 7% | 9% | 6% | -3 | 3% | 1% | 3% | 1% | -2 | 429 | 662 |
| 6th Math | 42% | 46% | 46% | 45% | -1 | 9% | 12% | 12% | 8% | -4 | 0% | 1% | 3% | 2% | -1 | 1341 | 1130 |
| 6th Reading | 45% | 45% | 58% | 53% | -5 | 22% | 16% | 26% | 22% | -4 | 8% | 7% | 11% | 6% | -5 | 1340 | 1137 |
| 7th Math | 38% | 34% | 32% | 40% | 8 | 10% | 7% | 8% | 13% | 5 | 3% | 2% | 1% | 2% | 1 | 1823 | 1792 |
| 7th Reading | 49% | 62% | 71% | 66% | 5 | 25% | 32% | 41% | 33% | -8 | 13% | 14% | 22% | 10% | -12 | 1825 | 1787 |
| 8th Math | 44% | 30% | 32% | 49% | 17 | 10% | 9% | 6% | 9% | 3 | 1% | 1% | 1% | 1% | 0 | 1752 | 2191 |
| 8th Reading | 64% | 64% | 72% | 61% | -11 | 23% | 29% | 38% | 28% | -10 | 7% | 10% | 20% | 6% | -14 | 1708 | 2145 |
| 8th Science | 47% | 52% | 43% | 73% | 30 | 10% | 21% | 12% | 7% | -5 | 2% | 6% | 4% | 1% | -3 | 1879 | 2359 |
| 8th SS | 33% | 34% | 27% | 78% | 49 | 6% | 9% | 7% | 8% | 1 | 3% | 3% | 3% | 2% | -1 | 1869 | 2360 |
| Algebra I | 35% | 37% | 31% | 42% | 11 | 9% | 9% | 8% | 7% | -1 | 4% | 4% | 4% | 2% | -2 | 2296 | 3635 |
| Biology | 69% | 73% | 66% | 80% | 14 | 23% | 28% | 22% | 29% | 7 | 2% | 2% | 3% | 4% | 1 | 899 | 2208 |
| US History | 87% | 84% | 83% | 92% | 9 | 50% | 59% | 54% | 55% | 1 | 22% | 30% | 25% | 20% | -5 | 1621 | 2282 |
| English I | 44% | 58% | 57% | 56% | -1 | 24% | 38% | 38% | 34% | -4 | 2% | 3% | 5% | 3% | -2 | 2222 | 3478 |
| English II | 55% | 60% | 65% | 64% | -1 | 35% | 40% | 48% | 39% | -9 | 2% | 2% | 3% | 1% | -2 | 2024 | 3171 |

TFAR Data 2022

Science 47%

Math 57%

ELAR 58%

History 66%

BOY Data 2022

| | | | |
|---------|----------------|-----------|-------------|
| Math | 22% approaches | 3% meets | 1% masters |
| ELAR | 19% approaches | 18% meets | 10% masters |
| Science | 23% approaches | 6% meets | 0% masters |
| History | 22% approaches | 11% meets | 7% masters |

Passing rate 2022

| | |
|------------|-----|
| 3rd grade | 91% |
| 4th grade | 93% |
| 5th grade | 90% |
| 6th grade | 89% |
| 7th grade | 88% |
| 8th grade | 87% |
| 9th grade | 82% |
| 10th grade | 86% |
| 11th grade | 89% |
| 12th grade | 94% |

Students enrolled in advanced courses 2% (2023-2024 figures; pending updated information for 2024-2025)

Dual enrollment 3.2% (2023-2024 figures; pending updated information for 2024-2025)

| TVAH STAAR Performance Data | | | | | | | | | | | | | | | | | |
|-----------------------------|---------------------|------|------|------|------------------------|----------------|------|------|------|------------------------|------------------|------|------|------|------------------------|-----------------------------|-----------------------------|
| | Approaches or Above | | | | Comparison 22 vs 23 | Meets or Above | | | | Comparison 22 vs 23 | Masters or Above | | | | Comparison 22 vs 23 | Total # of Students 2022 | Total # of Students 2023 |
| | 2019 | 2021 | 2022 | 2023 | | 2019 | 2021 | 2022 | 2023 | | 2019 | 2021 | 2022 | 2023 | | | |
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| 5th Math | 43% | 26% | 24% | 32% | 8 | 10% | 8% | 6% | 10% | 4 | 3% | 3% | 2% | 2% | 0 | 427 | 665 |
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| 6th Reading | 45% | 45% | 58% | 53% | -5 | 22% | 16% | 26% | 22% | -4 | 8% | 7% | 11% | 6% | -5 | 1340 | 1137 |
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| 8th Math | 44% | 30% | 32% | 49% | 17 | 10% | 9% | 6% | 9% | 3 | 1% | 1% | 1% | 1% | 0 | 1752 | 2191 |
| 8th Reading | 64% | 64% | 72% | 61% | -11 | 23% | 29% | 38% | 28% | -10 | 7% | 10% | 20% | 6% | -14 | 1708 | 2145 |
| 8th Science | 47% | 52% | 43% | 73% | 30 | 10% | 21% | 12% | 7% | -5 | 2% | 6% | 4% | 1% | -3 | 1879 | 2359 |
| 8th SS | 33% | 34% | 27% | 76% | 49 | 6% | 9% | 7% | 8% | 1 | 3% | 3% | 3% | 2% | -1 | 1869 | 2360 |
| Algebra I | 35% | 37% | 31% | 42% | 11 | 9% | 9% | 8% | 7% | -1 | 4% | 4% | 4% | 2% | -2 | 2296 | 3635 |
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| English II | 55% | 60% | 65% | 64% | -1 | 35% | 40% | 48% | 39% | -9 | 2% | 2% | 3% | 1% | -2 | 2024 | 3171 |

CCMR rate 29.9%

Dropout rate:

Grades 7-8 1.3%

Grades 9-12 2.7%

Current year data is pending.

Student Learning Strengths

Student performance is trending upward for students who are actively engaged and attending classes. As a campus, our satisfaction ratings from families are high.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: TVAH families require more effective and aligned training and ongoing support with the learning system. **Root Cause:** We have an overabundance of resources geared towards utilizing the online learning system. Over half of our TVAH families do not participate and/or follow-up with provided support for utilizing the learning system. This causes issues with attendance, engagement and learning for students.

School Processes & Programs

School Processes & Programs Summary

TVAH initiatives continue to be: Professional Learning Communities, Leader In Me schools, strengthening Tier I instruction and the RtI/MTSS process, developing leaders across the campus, and developing the required bilingual program.

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

Professional Learning Communities -

Our campus has begun training on the implementation of effective PLCs with administrative staff with the intention of full implementation of PLCs with the staff in the Spring of 2024.

We assign new staff members a campus mentor to assist them with learning campus processes and procedures and helping them familiarize themselves with curriculum and assessments.

The campus provides collaboration meetings for new-to-the-profession staff members throughout the year.

Leader in Me -

We received a grant for LIM in the fall and are training administrators currently.

Staff will be trained during the summer and at the beginning of the 2024-2025 SY.

Implementation with students will be slowly rolled out that same year.

Supports:

Use of K12/Stride Evaluation Tool data and Walk the Halls feedback was given in areas that would impact student performance.

Professional Development Plan was shared with the district.

Common planning occurs in weekly meetings.

When K12 data shows a need, the Administrative team will provide the necessary professional development opportunities for the staff. For example, when data showed a lower trend than expected, the Administrative team created an alternate schedule to enhance student success. The Administrative team created the plan, trained the staff and walked them through the entire process.

Other Resources:

K12 training, ESC training, mini-conferences, SpEd training, Math and Reading training, GT training, EB training, Dyslexia training, etc.

Key Training Areas:

Training for SpEd teachers

EB training for all staff

Collaboration:

TVAH Collaboration Meetings

Title I/SBDM

DLT/ILT

Curriculum:

Curriculum is provided through Stride, K12, Inc.

K12 curriculum - continuous curriculum improvement and updates

For TVAH, all of our curriculum goes through third-party evaluations before being implemented.

The TEKS, accessibility standards and NSQ standards are verified by HISD, K12 curriculum specialists, and EdGate.

The courses are then approved by the commissioner through the TXVSN waiver process.

Research in curriculum design, best practices in instruction, and student performance data are the basis of embedded professional development and horizontal and vertical alignment sessions. TVAH teachers work in collaborative teams to study current performance data and learn the most current practices in their content area. Based on that collaborative work, teacher teams continuously update and improve upon curriculum documents. Classroom walk-throughs are conducted to collect data on instructional trends. The trends identified are utilized to determine short and long-term goals for curriculum, instruction, and assessment.

Professional development at TVAH is designed around data collected from student and teacher performance results as well as updates from the Texas Education Agency (TEA) and evidence based best practices in educational research. Professional development that is required through regulatory measures through TEA or federal requirements is also provided through TVAH, K12, an ESC center, and/or EduHero through Region 6.

Greatest areas of need:

- TELPAS
- Two Lowest Ethnicity Groups - African American and Hispanic (23-24 SY)
- OSP and SPED indicators (RDA)
- Reading and Math (Commissioner's Focus)
- CAP (SPED Indicators)

Family Communication:

Connection calls

Data meetings

Messaging when grades are dropping.

Formative and Summative Assessments:

TFAR and Interims

Unit tests

Instructional Collaboration:

More of a focus on sub groups within PLC.

Start with the "Golden Course" (master template).

Powerpoints are shared.

Teachers tweak to fit teaching style.

CTE/Dual Credit:

Texas Career and College Prep (formerly Stride Career Prep) was added in 2019-2020 and continues to grow each year.

CTE courses are being added as they are developed.

MOUs are being established for CTE courses and DC.

Additional Notes:

Writing across the curriculum implemented once a week on a rotating schedule

MOCK TELPAS

TELPAS - during the state window

Students can also take courses through TXVSN, UTPB, UTHS and Texas Tech.

AP courses

District and Campus Communications:

Hallsville ISD strives to involve both our families and community in all of our educational endeavors. TVAH utilizes many forms of communication, both one way and two way.

TVAH website

K12 Marketing

Parent Facebook (not official)

Campus ES/MS/HS Facebook

Twitter

Emails

Smores

Connection Calls

Policies and procedures - Course Catalog, Student Handbook, etc.

Office Hours, Town Hall, Outings, Assessments, Orientations

TVAH works closely with UTPB and now KC to offer dual credit classes.

MOUs are being created with other state colleges outside of the virtual setting.

In addition to the activities above, HISD is gathering valuable information from BOY, MOY, EOY parent, student, staff surveys.

Expectation for returning parent communication - 24 hours

Areas of concern/need:

Consideration of parent liaisons for each campus- parents that have questions on best practices for helping their student can obtain knowledge, ideas, practice strategies, relationship building, and study skills to help facilitate the parent/student relationship. Our EL/Bilingual populations could also benefit from a similar program created to fit their needs.

Public School Directory

Options - advocates

Timely communication is an issue that we will continue to address, as well as updating our website and returning messages in a timely manner. Most, but not all communication, is translated into Spanish; however, we are making a concerted effort to improve upon this by providing instructions/training to parents about how to utilize online services.

Beginning Title 1 process.

How are we doing?

Site-based committees, surveys, parent conferences

Town Hall

EB Services:

Newsletters and Documents in Spanish

Educating families about online translation services

Translator Line - 3rd party

Additional forms of communication:

Emails, Progress Reports, Report Cards, Parent Conferences, Special ED IEP Goal Progress, and grades through TVS.

Evaluations:

Review of attendance, family feedback, staff feedback

Site-based committee, teacher documentation, leadership team committee, staff training

Survey data

School Context and Organization:

HISD will be a district that pursues "Excellence in Education" in the following:

- Professional Learning Community Philosophy
- DEIC and DEIC Subcommittee meetings to analyze, adjust and reflect on CNA/DIP
- Protect Common Planning/Instructional time
- Campus Team Meetings
- Interventions

- Academic Data Meeting/Review
- PLC Trainings/Updates
- Participation
- Attendance/active engagement/interventions
- 10 days, curriculum lock, except sped, 24-hour appeal
- Low SES
 - Interventions
 - Attendance Incentive Plans
 - Homeless/Foster programs/services
- Computer Tech
- Social Worker (resources and pregnancy)

Areas of concern and focus will continue to be on the sub groups - low SES, OSP, SPED, and EB populations and building capacity for evidence based strategies on parent involvement, academic/behavior intervention, and building quality relationships.

We have small groups based on individual instructional needs.

Changes:

K12 will be implementing PowerSchools

Master schedule

Intervention - tutorial time embedded

Teacher-designed assessment

District expectations regarding technology are outlined in the Hallsville ISD Technology Plan.

The technology plan identifies strategies to meet local, state, and national technology standards including 21st Century Skills. Instructional facilitators are part of a curriculum and instruction team that identify student expectations, write curriculum, and assists in the assessment of the curriculum. A major emphasis is placed on increasing the levels of student engagement using various technology tools and a collaborative learning environment.

Teachers are encouraged and supported in the use of technology to facilitate methods of teaching that are far more engaging, effective, and efficient than past practices and resources allowed.

Professional development is provided based on campus and/or individual staff members' needs.

Technology plays an important role in terms of what and how student learning takes place in the virtual environment. Students are not only learning with technology, they are learning about technology. All indicators point to our students achieving academic success and becoming skilled digital users in the process. The instructional process is infused with technology in the delivery of curriculum content and instructional practice.

TVAH provides computers, reimburses internet and provides hot spots (McKinney-Vento) based on student needs.

Students also have access to the K12 technology support center.

Continue:

IMA funds to purchase instructional materials and tutorials

Title I funds - staffing, supplies and tutorials

Staff development (ongoing)

School Processes & Programs Strengths

- Common planning time that is built into the school day

- RtI/MTSS processes that are built into the school day
- New to TVAH mentoring and teacher onboarding processes
- Strong PD plan that includes input from campus leaders and teachers
- Campus staff has a high-level of satisfaction, mentioning that their work environment is collaborative, culturally-rich and highly-engaging.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Implementation of focus areas (PLC, RtI/MTSS, Curriculum Alignment, Discipline Management Program) is inconsistent across the campus. **Root Cause:** New personnel to TVAH and the lack of systems to clearly communicate goals and objectives.

Problem Statement 2: Teachers express a need for more collaborative time to work together and more stakeholder input regarding cultural events and professional development. **Root Cause:** Campus administration is working toward implementing effective Professional Learning Communities. Our focus is on empowering teachers through increased collaboration; however, we are still working towards building our team's capacity to collaborate effectively as a PLC.

Perceptions

Perceptions Summary

The majority of stakeholders report very positive feelings about the campus, coursework and resources. The majority of teacher stakeholders report very positive feelings about their opportunities for collaboration, agency, leadership and growth.

Texas Virtual Academy at Hallsville has 633 teachers, 49 counselors, 33 At-Risk engagement specialists, 13 At-Risk academic coaches, 4 compensatory education administrators and 22 campus administrators provided by Stride, K12, Inc.

On the HISD side, there are 3 administrators, 8 counselors, and 23 support staff.

TVAH sends out two parent surveys each year. Additionally, staff are sent surveys twice a year to assess how well they think the school is progressing. Students are surveyed by pulse checks sent out by certain teachers.

Learning coaches and legal guardians are invited to multiple virtual events.

Input is gathered through the needs assessment/surveys, and parents, staff, business owners, and community members are invited to participate in the site-based decision making team.

In an effort to retain staff, K12 offers the following:

- Pay scale \$48,000 (average teacher salary)
- 8-5 work day
- 35 days off during the summer for teachers
- 10 sick days per year
- 3 personal days per year

- Staff are offered discount gym memberships, wellness emails are sent monthly and free mental health resources are available.

Perceptions Strengths

Overall, our stakeholders are satisfied with TVAH. We provide formal survey opportunities for input from teachers, families and students at least twice a year and we consistently receive positive feedback from the majority.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Socially our students require more opportunities to connect with their peers. **Root Cause:** All of our curriculum and courses are designed to be done at home. The nature of TVAH's design is to be flexible for our students and support more asynchronous learning. The challenge for our campus is to provide this flexibility while also providing opportunities for social interaction and enrichment.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- RDA data

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 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Reading and Math Improvement -

Grade 3 : 60% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 75%)

All Grades: 100% of students will show growth and Meets/Masters will rise by 5% for all students at each campus.

TVAH:

Grade 3: 13% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR.

All Grades: 100% of students will show growth. Meets/Masters will rise by 2% from the previous year's results for all students at each campus.

High Priority

Evaluation Data Sources: STAAR





Common Formative Assessments

RtI and Intervention Data

Dyslexia Intervention & Progress Data

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: All grade-level teams will participate in weekly, ongoing cooperative planning.</p> <p>Strategy's Expected Result/Impact: Decrease in referrals to academic intervention</p> <p>Staff Responsible for Monitoring: TVAH District Administrators</p> <p>TVAH Executive Director TVAH Campus Principals Curriculum Coordinator Instructional Coaches Reading Specialist Math Specialist</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: All students will receive required remediation through in-class supports, enrichment, and/or intervention, including tutoring services.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of students requiring accelerated learning per HB 1416 Increase in the number of students on grade-level Increase in overall performance on state assessments</p> <p>Staff Responsible for Monitoring: TVAHS District Administrators TVAHS Executive Director TVAHS Campus Principals Curriculum Coordinator Reading Specialist Math Specialist Interventionists House Bill 1416 Data Manager Engagement Ambassadors</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: School leadership will coordinate job-embedded, professional development opportunities and instructional coaching for our teachers, including Science of Teaching Reading support.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students on grade-level All students showing growth on state assessments Fewer dyslexia/dysgraphia referrals</p> <p>Staff Responsible for Monitoring: TVAHS District Administrators TVAHS Executive Director TVAHS Campus Principals Curriculum Coordinator Reading Specialist Math Specialist</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: School Leadership Team will review data at least quarterly as a team and individually with principals.</p> <p>Strategy's Expected Result/Impact: Growth for all students Increase in state assessment performance.</p> <p>Staff Responsible for Monitoring: TVAHS District Administrators TVAHS Executive Director TVAHS SCE Manager TVAHS Campus Principals TVAHS Staff Curriculum Coordinator Reading Specialist Math Specialist</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| <p>Strategy 5: Students in grades 3-8 will be screened at least twice per year using state-provided interim tests. Data from this screening instrument will be used to target specific skills for students needing intervention.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of students requiring accelerated learning per HB 1416 Increase in the number of students on grade-level Increase in overall performance on state assessments</p> <p>Staff Responsible for Monitoring: TVAH District Administrators TVAH Executive Director TVAH Campus & Special Education Principals TVAH Staff Curriculum Coordinator Instructional Coaches Reading Specialist Math Specialist</p> | Formative | | |
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Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 2: Performance Objective 2: College, Career, and Military Readiness will increase from 78% to 88% (state results) in 2024 (five year goal is 90%) through meeting one of the TSDS PEIMS indicators.

TVAH: College, Career, and Military Readiness will increase by 5% (state results) in 2024 through meeting one of the TSDS PEIMS indicators.

Evaluation Data Sources: CCMR Dashboard
College Bridge Enrollment
IBC Certifications

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Ensure Texas Success Initiative (TSI) readiness of students by assessing and intervening systematically. (100% brick and mortar, 50% TVAH)</p> <p>Strategy's Expected Result/Impact: An increased number of students will be TSI complete and/or have earned a Texas College Bridge Certificate by the time they become seniors in high school.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent TVAH Campus & Counseling Principals TVAH Assessment Coordinator TVAH Administrators TVAH CCMR Coordinator</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Enrollment in CTE dual credit coursework will increase by 3% in the 2024-2025 school year and will obtain skills necessary to obtain entry level employment, and the percentage of student receiving CTE certifications will increase by 5%.</p> <p>TVAH: Enrollment in CTE dual credit coursework will increase by 2% in the 2024-2025 school year and will obtain skills necessary to obtain entry level employment, and the percentage of students receiving CTE certifications will increase by 2%.</p> <p>Strategy's Expected Result/Impact: Students will graduate prepared for employment, internship, etc.</p> <p>Staff Responsible for Monitoring: TVAH District Administrators TVAH Executive Director K12 CTE Coordinator TVAH Campus Principals</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: Campus and district special education staff will assist parents and students, age 14 and older, in developing individualized transition plans consistent with student strengths.</p> <p>Strategy's Expected Result/Impact: ARD committee transition plans will be consistent with a child's specific strengths in order to plan for their future success after public education.</p> <p>Staff Responsible for Monitoring: TVAHS District Administrators TVAHS Executive Director TVAHS Special Education Manager TVAHS Campus Principals</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: All incoming high school students will complete a career interest and aptitude assessment, attend a career fair (including Military), and create a high school 4-year plan before completing 8th grade.</p> <p>TVAHS: All students, beginning in 9th grade, receive a survey identifying their post-secondary intentions (enrollment, enlistment or employment). Counseling works with all 8th graders during Spring semester to create 4-year graduation plans. All students in grades 7-12 are offered opportunities to attend career fairs, entrepreneurship opportunities and military enlistment informational sessions.</p> <p>Strategy's Expected Result/Impact: Supports CCR goals. Allows students to make choices based on their individual strengths and interests.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent TVAHS Campus Principals TVAHS Campus Counselors TVAHS Coordinators</p> | Formative | | |
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Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 3: Provide services for those students that meet At-Risk criteria that result in them graduating high school.

TVAH: Provide services for those students that meet At-Risk criteria that result in successful completion of high school.

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

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Identify students who are At-Risk. Strategy's Expected Result/Impact: All students who meet At-Risk criteria are identified and appropriately served. Staff Responsible for Monitoring: TVAH District Administrators TVAH Executive Director TVAH State Compensatory Education Manager TVAH Campus Principals TVAH Counselors TVAH At-Risk Counselors TVAH At-Risk Coordinators TVAH Engagement Specialists</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide targeted At-Risk programs in grades 3-12 to achieve growth. Strategy's Expected Result/Impact: All students who are off-cohort will be provided credit recovery opportunities to increase the number of students on cohort. Elementary and middle school STAAR scores for the at-risk population will increase by 2% for all subjects. Staff Responsible for Monitoring: TVAH District Administrators TVAH Executive Director TVAH State Compensatory Education Manager TVAH Testing Coordinator TVAH Campus Principals TVAH Counselors TVAH At-Risk Counselors TVAH At-Risk Coordinators TVAH Interventionists TVAH At-Risk Teachers TVAH Engagement Ambassadors</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 3: Students will be identified for intervention through RtI/MTSS and be offered credit recovery (High School) and additional instructional support (3-12).</p> <p>Strategy's Expected Result/Impact: For grades 9-12, there will be a 5% increase in the number of students moving from off-cohort to on-cohort.</p> <p>Staff Responsible for Monitoring: TVAHS District Administrators TVAHS Executive Director TVAHS State Compensatory Education Manager TVAHS Testing Coordinator TVAHS Campus Principals TVAHS Counselors TVAHS At-Risk Counselors TVAHS At-Risk Coordinators TVAHS Engagement Specialists TVAHS Engagement Ambassadors TVAHS Interventionists</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Train all pertinent personnel in the identification of At Risk and McKinney-Vento.</p> <p>Strategy's Expected Result/Impact: All students that are eligible will receive the needed supports.</p> <p>Staff Responsible for Monitoring: Director of Federal & Special Programs Director of PEIMS</p> | Formative | | |
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Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 4: 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.

TVAH will promote access to AP, PSAT, SAT and ACT for all students.

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

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Teachers are using depth and complexity icons during planning and instruction. Elementary and Middle school campuses have many GT qualified teachers to ensure that GT identified students are served by GT teachers. In addition, these students meet with the GT coordinator weekly. High school offers advanced programming for GT students. Certified GT teachers are available for HS students who aren't taking advantage of advanced programming.</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 TVAH Gifted & Talented Coordinator TVAH Instructional Coaches</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: All high school students will receive information on AP, ACT & SAT testing options. Provide waiver for ACT/SAT for eligible students.</p> <p>Staff Responsible for Monitoring: TVAH Counseling Principal TVAH Campus Principal</p> | Formative | | |
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Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)


Performance Objective 5: Students that are Emergent Bilingual that take TELPAS will meet growth indicators towards English Language Proficiency. District and all campuses will meet their state goals.


TVAH: Students that are Emergent Bilingual that take TELPAS will meet growth indicators towards English Language Proficiency. TVAH will meet campus state goals.

Evaluation Data Sources: TELPAS
Local assessment

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Students scoring less than advanced will receive asynchronous support from EB 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 TVAH EB Manager TVAH Campus Principals TVAH EB Teachers</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: 100% of RLA teachers have ESL certification. Teachers hired without their certification have until the end of the school year to take their assessment and earn their certification.</p> <p>Strategy's Expected Result/Impact: Evidence of Listening, Speaking, Reading, and Writing in all courses. Student growth on TELPAS and Summit K12 assessments.</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs TVAH EB Manager TVAH Compliance Manager TVAH Campus Principals</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Parent meeting at least once per semester for bilingual parents to train on resources and build relationships between home and school.</p> <p>Staff Responsible for Monitoring: TVAH EB Manager</p> | Formative | | |
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 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 6: Provide academic and non-academic services for those students that meet poverty criteria.

TVAH: All students that are identified as Economically Disadvantaged will be provided additional services.

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: District Coordinators TVAH State Compensatory Education Manager TVAH Operations Manager TVAH Campus principals</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide at least two staff trainings targeted towards working with students in poverty.</p> <p>Strategy's Expected Result/Impact: Increased state assessment scores</p> <p>Staff Responsible for Monitoring: TVAH State Compensatory Education Manager TVAH Campus & Counseling Principals TVAH Instructional Coaches</p> | Formative | | |
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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: Continue monitoring ways to increase staff salary and compensation plans; work to provide numerous selections for employees that can reduce health care costs, save money and plan for the future.

TVAH: Administration will work with human resources to ensure that compensation for all employees is evaluated quarterly with yearly bonuses and provided to teachers that make growth goals on STAAR.

Evaluation Data Sources: Salary schedules
 Benefit trends
 Growth Scores- Previous STAAR to Current Interim II
 Annual pay increase for staff and bonus schedule - eligible for pay increase each year, as well as 2.5% performance bonus





| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Communicate opportunities to staff members regarding the options available in terms of benefits beyond health care.</p> <p>Strategy's Expected Result/Impact: Increased staff awareness of benefit programs STRIDE sends quarterly newsletters for employees (gym memberships, healthy eating, discounts for being a part of STRIDE, live yoga classes, meditation, chef showing how to cook healthy , etc) Competitions for staff who participate in opportunities Staff preparedness for the future/retirement (in newsletter) Competitions to encourage healthy lifestyles</p> <p>Staff Responsible for Monitoring: TVAH Director of Shared Services Benefits Team STRIDE Wellness Team</p> | Formative | | |
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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: Seek methods to encourage and assist staff in improving their physical and mental health by developing partnerships and fitness/health opportunities inside and outside the district.

TVAH: All staff will be provided quality choices for options for improving their physical and mental health.

Evaluation Data Sources: STRIDE quarterly newsletters sent with upcoming wellness and benefits provided by company for staff





| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: K12 Stride will compile data about different options for gym memberships for employees. These benefits will include healthy eating choices, yoga classes, meditation, discounts, etc.</p> <p>Strategy's Expected Result/Impact: Participation will lead to increased physical wellness.</p> <p>Staff Responsible for Monitoring: TVAH Director of Shared Services STRIDE Wellness Team</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: STRIDE has an Employee Assistance Program, which consists of a variety of Mental Health Awareness activities and resources.</p> <p>Strategy's Expected Result/Impact: Staff well-being supported.</p> <p>Staff Responsible for Monitoring: TVAH Director of Shared Services Human Resources STRIDE Employee Assistance Program</p> | Formative | | |
| | Oct | Jan | Apr |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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 3: TVAH 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: When teachers are hired, STRIDE makes sure teachers are state-certified for the courses they are hired to teach. If they are not, they are moved into a position they are certified for or are released of their duties.</p> <p>Strategy's Expected Result/Impact: All students will be taught by a highly-qualified teacher.</p> <p>Staff Responsible for Monitoring: K12 Stride Texas Staffing Coordinator Director of Human Resources TVAH Compliance Manager TVAH Campus Principals</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: All ELAR teachers will be EL certified by the end of the 2024-2025 school year.</p> <p>Strategy's Expected Result/Impact: Improved performance of EB students.</p> <p>Staff Responsible for Monitoring: K12 Stride Texas Coordinator Director of Special Programs TVAH Compliance Manager Campus ESL Teachers Campus Principals</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Teachers serving GT students in grades 3-8 and 9-12 will be GT certified.</p> <p>Strategy's Expected Result/Impact: Higher level, differentiated instruction in all classrooms.</p> <p>Staff Responsible for Monitoring: STRIDE Compliance TVAH Compliance Manager</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 4 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 4: CTE will recruit and hire certified personnel.</p> <p>Strategy's Expected Result/Impact: Certified teachers in classrooms Increased student performance</p> <p>Staff Responsible for Monitoring: Director of Human Resources TVAH Compliance Manager CTE Administrator Campus principals</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Recruit and hire certified bilingual staff to serve the growing bilingual population.</p> <p>Strategy's Expected Result/Impact: implementation of bilingual program; no need to apply for bilingual waiver</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs Director of Human Resources TVAH Compliance Manager TVAH Emergent Bilingual Manager TVAH Campus Principals</p> | Formative | | |
| | Oct | Jan | Apr |
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|  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.





TVAH: Provide discipline training for the virtual classroom to all staff. Staff will be trained on safety procedures. (Crisis Plan)

Evaluation Data Sources: Discipline reports through Skyward
 Survey
 EduHero
 Professional Development
 One Note data

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Develop a behavior management plan, student code of conduct, and a discipline plan for the virtual setting.</p> <p>Strategy's Expected Result/Impact: Students are capable of performing easily within behavioral expectations within the virtual setting. Teachers are capable of effective redirection and discipline to increase instructional engagement.</p> <p>Staff Responsible for Monitoring: TVAH District Administration TVAH State Compensatory Education Manager TVAH Campus Principals Campus Behavioral Academic Administrator Licensed Professional Counselor Social Worker</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: 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 TVAH State Compensatory Education Manager TVAH Campus Principals District Licensed Professional Counselor Coordinator of Student Services Campus Behavioral Academic Administrator Licensed Professional Counselor Social Worker</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 3: Consistent implementation of Leader in Me and character education in order to reduce suicide, violence, substance abuse, human trafficking and increase healthy conflict resolution and healthy relationships (Social/Emotional Learning-ESSA). Schedule of implementation by SEL Team who meet monthly.</p> <p>Strategy's Expected Result/Impact: Character Education lessons to include: suicide prevention, conflict resolutions, violence prevention, substance abuse prevention, human trafficking, healthy relationships.</p> <p>SEL Team STRIDE teachers Pre-survey and post-survey for students and staff Campus Behavioral Academic Administrator Licensed Professional Counselor Social Worker</p> <p>Staff Responsible for Monitoring: TVAH Administration TVAH State Compensatory Education Manager TVAH Campus, Counseling & Special Education Principals TVAH Campus Counselors</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Clearly defined and communicated Positive Behavioral Interventions and Supports (PBIS) at each campus.</p> <p>Clearly defined and communicated engagement expectations at each campus.</p> <p>Strategy's Expected Result/Impact: Continued needs assessment that monitors ongoing engagement trends</p> <p>Increased attendance Smores from each campus about engagement expectation</p> <p>Staff Responsible for Monitoring: TVAH State Compensatory Education Manager TVAh Campus Principals Campus Behavioral Academic Administrator Engagement Specialists Licensed Professional Counselor Social Worker</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 5 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 5: Provide processes and procedures for safety and discipline during class connect sessions and in person testing.</p> <p>Strategy's Expected Result/Impact: Quicker response time when issue arise Student records Provide a safe learning environment for all students</p> <p>Staff Responsible for Monitoring: TVAH Administration Campus Principals Testing Managers Campus Behavioral Academic Administrator Licensed Professional Counselor Social Worker</p> | Formative | | |
| | Oct | Jan | Apr |
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| 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 investigated and handled at the level appropriate to the case. Staff will be trained through EduHero.</p> <p>Staff Responsible for Monitoring: K12 Stride Texas Staffing Coordinator Director of Special Programs TVAH Coordinator TVAH Counseling Principal TVAH Compliance Manager Campus Behavioral Academic Administrator Licensed Professional Counselor Social Worker</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: At TVAH dating violence is not tolerated. Allegations should immediately be reported to campus administration, who will notify involved parties. Guidelines are found in the HISD Handbook. Training for all staff is required and training for students, grades 6-12, will be imbedded in SEL curriculum.</p> <p>Strategy's Expected Result/Impact: Decrease in dating violence incidents Staff trained in dating violence protocol EduHero and Leader In Me</p> <p>Staff Responsible for Monitoring: TVAH Counseling Team TVAH Social Workers TVAH Compliance Manager Campus Behavioral Academic Administrator Licensed Professional Counselor Social Worker</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 8 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 8: Weekly reports from GO Box data targets students who are failing and/or not attending classes in order to raise grades and increase engagement.</p> <p>Strategy's Expected Result/Impact: Increase engagement and successful class completion LALI data will show engagement Class completion by grades at end of semester Target is 75% of students will be passing with appropriate engagement</p> <p>Staff Responsible for Monitoring: Attendance and Truancy Team TVAH Campus Principals Engagement Specialist At-Risk Counselors Engagement Ambassador</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 9 Details | Formative Reviews | | |
| <p>Strategy 9: TVAH Counseling Department hosts Lunch With Counselors weekly for all students on the counselor's caseload. Certain groups will be targeted each week. Topics discussed include: gun safety, dating violence, suicide and Leader in Me.</p> <p>Strategy's Expected Result/Impact: Students are learning to be more adaptable, open and confident. Students are taught to become self-advocates.</p> <p>Staff Responsible for Monitoring: TVAH Counseling Department Licensed Professional Counselor Social Worker</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 10 Details | Formative Reviews | | |
| <p>Strategy 10: Assistant Campus Testing Coordinators review de-escalation tactics. All ALT teachers are CPI certified.</p> <p>Strategy's Expected Result/Impact: Increased safety for students Ability to de-escalate student behavior when needed</p> <p>Staff Responsible for Monitoring: Assistant Campus Testing Coordinator Staff ALT teachers TVAH Testing Manager Campus Behavioral Academic Administrator Licensed Professional Counselor Social Worker</p> | Formative | | |
| | Oct | Jan | Apr |
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|  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: 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.

TVAH: All students will be invited to weekly lunch with counselors which will have sessions through the year that focus on various issues needed.

- Evaluation Data Sources:** Attendance Data
 Calendar
 Newsletters
 Data from Counselors
 Red Ribbon Week communication- Community Engagement Specialist





| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Students grades 3-12 will participate in Red Ribbon Week activities annually.</p> <p>Strategy's Expected Result/Impact: Students will be aware of the effects of drugs and alcohol. Counselors and Community Engagement Specialists will monitor engagement.</p> <p>Staff Responsible for Monitoring: TVAH Administration TVAH Campus & Counseling Principals</p> | Formative | | |
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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 3: Safe Supportive School teams will be trained and meet at least quarterly to review data and trends.

High Priority

Evaluation Data Sources: SSSP threat assessment data
 Discipline data
 Bullying/Harassment reports





| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Maintain an updated list of all crisis issues and documentation.</p> <p>Strategy's Expected Result/Impact: Will be able to provide current data and documentation to the district, state, and federal entities upon request.</p> <p>Staff Responsible for Monitoring: TVAH State Compensatory Education Manager TVAH Counseling Principal Counseling Department Social Workers</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Social workers meet monthly with At-Risk counselors utilizing information from crisis referrals to ensure that students are being provided necessary supports.</p> <p>Strategy's Expected Result/Impact: Student SEL needs are being met.</p> <p>Staff Responsible for Monitoring: TVAH State Compensatory Education Manager TVAH Counseling Principal Counseling Department Social Workers</p> | Formative | | |
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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)

Performance Objective 1: Provide accurate and timely forecasting for the board to make financial analysis decisions related to all bond and non-bond related expenditures.

Evaluation Data Sources: Financials
Monthly reports





TVAH:
Calendar Invites
Monthly Reports

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Set up monthly calendar invites to ensure team members are working together to make financial decisions and that there is always team representation from TVAH and Hallsville ISD in the meeting for accurate reporting.</p> <p>Strategy's Expected Result/Impact: Better communication Fiscal responsibility</p> <p>Staff Responsible for Monitoring: TVAH Coordinator TVAH Executive Director</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: HISD/TVAH expenditure analysis/forecasting information will be evaluated regularly and presented to the board within the budgeting workshops or as requested.</p> <p>Strategy's Expected Result/Impact: Board can make timely and informed decisions. Director makes hiring projections based on current enrollment.</p> <p>Staff Responsible for Monitoring: TVAH Coordinator TVAH Executive Director HISD Director of Finance STRIDE Senior Manager of Regional Finance</p> | Formative | | |
| | Oct | Jan | Apr |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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)

Performance Objective 2: Provide close monitoring and budgetary feedback for the board for all TVAH related revenues and expenditures.





- Evaluation Data Sources:** Budget reports
 Board reports
 Financial Documents
 Monthly meetings with STRIDE

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Meet on a monthly basis with K12's financial team to discuss budgets, Title I funds, special programs funding, SCE funding and special population numbers as it relates to HISD.</p> <p>Strategy's Expected Result/Impact: Accurate budgeting</p> <p>Staff Responsible for Monitoring: STRIDE Senior Manager of Regional Finance HISD CFO TVAH Administration SCE Director Title Program Manager Special Program's Managers</p> | Formative | | |
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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: Update and align planning for prioritized future facilities projects, based on an updated long range facility plan.

Evaluation Data Sources: Long range plan





| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Use enrollment projections to determine our needs for future growth based on monthly enrollment data.</p> <p>Strategy's Expected Result/Impact: Proactive preparation for the future</p> <p>Staff Responsible for Monitoring: TVAH Administration HISD CFO Stride/K12 Administration Stride Regional Finance Manager Campus principals</p> | Formative | | |
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| <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 5: HISD will foster and create safe, efficient and sustainable learning environments for all students and staff. (Facility and Infrastructure Improvements)

Performance Objective 2: Ensure all facilities are safe, efficient and operational.

Evaluation Data Sources: Surveys

- TVAH:
- Testing PowerPoint
- SEL Classroom Safety
- Meeting Invites
- Attendance Records

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: All ACTCs will be trained on the test facility safety plan.</p> <p>Strategy's Expected Result/Impact: Safe testing sites for optimal student performance.</p> <p>Staff Responsible for Monitoring: Executive Director Stride Shared Services Assessment Coordinator TVAH Coordinator TVAH Assessment Coordinator Campus Behavioral Academic Administrator</p> | Formative | | |
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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.

TVAH: 100% of new staff will have a complete onboard training on the procedures for using technology in their classroom to support the student experience for a highly-engaged classroom.

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

TVAH:
 K12 Training
 On-boarding Training
 Professional Development Logs

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Students will attend orientation to learn how to use the online platform through live orientation and an Introduction to Online Learning course.</p> <p>Strategy's Expected Result/Impact: Students will be understand how to navigate the online learning platform.</p> <p>Staff Responsible for Monitoring: TVAH Administration</p> | Formative | | |
| | Oct | Jan | Apr |
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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.

TVAH: All families will receive weekly communication regarding student progress.

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: Positive image of district Increase in those willing to volunteer Increase community support of volunteer efforts</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Parent Engagement Manager</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide monthly board reports highlighting school events and "happenings."</p> <p>Strategy's Expected Result/Impact: Positive image of school</p> <p>Staff Responsible for Monitoring: Executive Director Parent Engagement Manager</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Consistently post on 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: Community Engagement Specialist Parent Engagement Manager</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 4: The TVAH website will be updated on a regular basis with handbooks, Title I documentation, referral processes and contact information.</p> <p>Strategy's Expected Result/Impact: Clear communication and expectations Positive image of school</p> <p>Staff Responsible for Monitoring: TVAH District Administrators TVAH Executive Director TVAH Operations Manager K12 Marketing Team Parent Engagement Manager</p> | Formative | | |
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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.

TVAH: Families will have the opportunity to participate in family events.

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 Title Program Manager Parent Engagement Manager</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Hold annual Title I parent information night in the fall of 2024, 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 Title Program Manager Parent Engagement Manager</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 3: Conduct quarterly meetings to discuss high school transitions, higher education opportunities, financial aide, and the need for making informed curriculum choices as students register for high school. Eighth grade students participate in one meeting each year during the spring with the counseling team.</p> <p>Strategy's Expected Result/Impact: Increased CCMR rates Increased graduation rates</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 Parent Engagement Manager</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Conduct outreach that engages families and the community.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs HISD Parent Liaison Title Program Manager Parent Engagement Manager</p> | Formative | | |
| | Oct | Jan | Apr |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Facilitate parental engagement with the assistance of parent engagement specialist. Parent engagement specialist will oversee at least one engagement opportunity quarterly.</p> <p>Strategy's Expected Result/Impact: Increased social media presence Increased parent participation</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs Title Program Manager Parent Engagement Manager</p> | Formative | | |
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| <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> | | | |

State Compensatory

Budget for Texas Virtual Academy Hallsville

Total SCE Funds: \$1,886,519.25

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

SCE Funds are allocated towards the following goals: Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement) 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) Goal 5: HISD will foster and create safe, efficient and sustainable learning environments for all students and staff. (Facility and Infrastructure Improvements) 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) Goal 7: HISD will strive to connect and engage with all community stakeholders and foster a culture of transparency and accessibility with all patrons. District Level allocations: At-Risk Student Services Coordinator - \$60,607 Materials/Supplies to support district at-risk initiatives - \$8,450 2024 Summer Learning - \$23,000 DMAC/LPAC/Translations - \$5,500 Personnel for 504 extra duty- \$4,164 Campus/Program Allocations: East Elementary - \$294,812.88 Funds are used for 4.25 FTEs, including academic intervention, behavior intervention, and Pre-K - \$210,946.63 Extra duty pay for 504 duties and dyslexia assessments - \$7,000 Supplies and materials to support At Risk students - \$76,500 North Elementary - \$343,314.19 Funds are used for 5.48 FTEs, including academic intervention, behavior intervention, and Pre-K - \$232,694.38 Extra duty pay for 504 duties and dyslexia assessments - \$7,000 Supplies and materials to support At Risk students - \$82,240 West Elementary - \$317,587.76 Funds are used for 5 FTEs, including academic intervention, behavior intervention, and Pre-K - \$233,286.23 Extra duty pay for 504 duties and dyslexia assessments - \$7,000 Supplies and materials to support At Risk students - \$76,915 Intermediate - \$266,858.37 Funds are used for 2.96 FTEs, including academic intervention and behavior intervention- \$171,871.89 Extra duty pay for 504 duties and dyslexia assessments - \$6,500 Supplies and materials to support At Risk students - \$89,780 Jr. High - \$140,342.57 Funds are used for .67 FTEs, including academic intervention- \$44,553.68 Extra duty pay for 504 duties and dyslexia assessments - \$6,250 8th Grade Initiative extra duty pay - \$7,500 Supplies and materials to support At Risk students - \$84,160 High School - \$156,381.24 Funds are used for 1.24 FTEs, including academic intervention and credit recovery - \$34,813.08 Extra duty pay for 504 duties and dyslexia assessments - \$4,749 9th and 10th Grade Initiative extra duty pay - \$8,250 Supplies and materials to support At Risk students - \$107,867 DAEP - \$266,500.95 Funds are used for 4.4 FTEs, including academic intervention, behavior intervention - \$246,500.95 Extra duty pay for DAEP campus facilitators- \$10,000 Supplies and materials to support At Risk students - \$20,000

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|--|--|-------------|--------------|--------------|
| Bullying Prevention | Director of Federal/Special Programs | 7/20/2023 | Amy Whittle | 9/19/2024 |
| Child Abuse and Neglect | Director of Federal/Special Programs | 11/19/2023 | Amy Whittle | 9/19/2024 |
| Decision-Making and Planning Policy Evaluation | Superintendent | 5/31/2023 | Amy Whittle | 9/19/2024 |
| Disciplinary Alternative Education Program (DAEP) | Student Services Coordinator | 11/19/2023 | Amy Whittle | 9/19/2024 |
| Dropout Prevention | Campus Principals | 11/19/2023 | Amy Whittle | 9/19/2024 |
| Coordinated Health Program | Director of Federal/Special Programs | 9/9/2017 | Amy Whittle | 9/19/2024 |
| Dyslexia Treatment Program | District Dyslexia Coordinator | 11/19/2023 | Amy Whittle | 9/19/2024 |
| Title I, Part C Migrant | Director of Federal/Special Programs | 8/12/2024 | Amy Whittle | 9/19/2024 |
| Pregnancy Related Services | Director of Federal and Special Programs | 9/20/2024 | Amy Whittle | 9/26/2024 |
| Post-Secondary Preparedness | K. Graff | 2/19/2024 | Amy Whittle | 9/20/2024 |
| Recruiting Teachers and Paraprofessionals | ASST. SUPERINTENDENT ACADEMIC LEADERSHIP and Director of Human Resources | 6/17/2024 | Amy Whittle | 9/20/2024 |
| Student Welfare: Crisis Intervention Programs and Training | Director of Federal & Special Programs and Director of Safety | 11/19/2023 | Amy Whittle | 9/20/2024 |
| Student Welfare: Discipline/Conflict/Violence Management | Director of Federal & Special Programs and Director of Safety | 11/19/2023 | Amy Whittle | 9/20/2024 |
| Texas Behavior Support Initiative (TBSI) | Asst. Superintendent of Academic Leadership, District Behavior Coordinator | 7/31/2024 | Amy Whittle | 9/26/2024 |

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|--|------------------------------|-------------|--------------|--------------|
| Technology Integration | Director of Tech. Innovation | 11/19/2023 | Amy Whittle | 9/20/2024 |
| Job Description for Peace Officers, Resource Officers & Security Personnel | Director of Safety | 5/7/2024 | Amy Whittle | 9/20/2024 |