

Hallsville Independent School District

Hallsville Intermediate

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Elevating students to reach their fullest potential.

Vision

Raising leaders through the decades.

Value Statement

Hallsville Intermediate is committed to being innovation, safe, adaptable, unified, resilient, and empowered as we work towards our Mission and Vision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Hallsville Intermediate comprehensive needs assessment resulted from a collaboration between SBDM committee members, lead teacher collaboration, and all stakeholders that completed feedback.

SBDM committee members include:

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

Lead committee members include:

- Campus Admin team
- Lead teachers from each core content area
- Special Education Lead
- PE/FA lead

Comprehensive Needs Assessment Meetings (included CNA for Parent Engagement):

- Meeting 1 - April 2, 2024 (subcommittee of DEIC/SBDM members)
- Meeting 2-

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 Hallsville 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 TVAH)								
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
- 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
- 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- 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.
- 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
- 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
- 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 leadership 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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: Reading and Math Improvement -

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

High Priority

Evaluation Data Sources: STAAR
Local Common Formative Assessments
RtI and Intervention Data
Circle
TX-KEA
TPRI
NWEA (for TVAH)
4-English II use STAAR and/or ISIP

Strategy 1 Details		Formative Reviews		
Strategy 1: Teachers will provide weekly targeted small group instruction to expand/deepen the learning for meets/masters students. Strategy's Expected Result/Impact: Meets/Masters categories will rise by 5%. Staff Responsible for Monitoring: Teachers, Asst Principals, Principal Targeted Support Strategy	Formative			
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Goal 1: Hallsville Intermediate will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

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.

Evaluation Data Sources: CCMR reports

Strategy 1 Details		Formative Reviews		
Strategy 1: Monthly college and career highlights via morning announcements Strategy's Expected Result/Impact: Exposure to opportunities/pathways at HHS and beyond. Staff Responsible for Monitoring: Asst Principals, Principal		Formative		
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Goal 1: Hallsville Intermediate 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.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading and/or math intervention and behavior support provided to students as needed. Strategy's Expected Result/Impact: Students will show growth in reading and math. Staff Responsible for Monitoring: Teachers, Interventionists, Asst Principals, Principal	Formative		
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Goal 1: Hallsville Intermediate 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.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Students scoring in the top 40% on Math STAAR are enrolled into advanced math courses where the curriculum is compacted to cover all of 6th and half of 7th grade math standards. Strategy's Expected Result/Impact: Students will take Algebra I in 8th grade. Staff Responsible for Monitoring: Teachers, Asst Principals, Principal	Formative		
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Strategy 2 Details	Formative Reviews		
Strategy 2: Students identified as Gifted and Talented are provided extension services in the classroom as well as in a group setting outside of the classroom.	Formative		
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Goal 1: Hallsville Intermediate 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.

Evaluation Data Sources: TELPAS
Local assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: The EB Coordinator and Administrators will monitor individual student growth. Students will know their present levels and set goals to reach throughout the year.	Formative		
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Goal 1: Hallsville Intermediate 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 .

Evaluation Data Sources: STAAR scores
local assessment data
stakeholder survey
Intervention data
Technology data

Strategy 1 Details	Formative Reviews		
Strategy 1: Partner with the community for programs like the Backpack Club food distribution, Bobcat Blessings, etc.	Formative		
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Goal 2: Hallsville Intermediate 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: HISD will maintain 100% qualified staff, through state certification or district of innovation qualifications.

Evaluation Data Sources: HR records
TEA records

Goal 3: Hallsville Intermediate 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		
Strategy 1: Leader in Me implemented campus wide to teach the 7 Habits of Highly Effective People to all students Strategy's Expected Result/Impact: Referrals will decrease Staff Responsible for Monitoring: Administrators	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus wide positive behavior supports implemented. Students rewarded consistently for positive behavior. Strategy's Expected Result/Impact: Referrals will decrease Staff Responsible for Monitoring: Administrators	Formative		
	Oct	Jan	Apr
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Goal 3: Hallsville Intermediate 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.

Evaluation Data Sources: Skyward discipline reports
SEL curriculum

Strategy 1 Details	Formative Reviews		
Strategy 1: Outside speaker comes to campus to teach all students about the dangers of drugs and alcohol.	Formative		
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Goal 3: Hallsville Intermediate 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		
Strategy 1: Safe Supportive School team will report trends to lead teachers and develop strategies for improvement. Strategy's Expected Result/Impact: Discipline data will decrease Supports in place for students to manage emotions Staff Responsible for Monitoring: Principal Safety Team Leads	Formative		
	Oct	Jan	Apr
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

Performance Objective 1: Review current software purchases and their usage. Data will be used to make decisions on purchases moving forward.

Evaluation Data Sources: Surveys
Software usage reports

Strategy 1 Details	Formative Reviews		
Strategy 1: BOY and MOY Survey to staff Strategy's Expected Result/Impact: Trim budget of items that are no longer used regularly Staff Responsible for Monitoring: Principal	Formative		
	Oct	Jan	Apr
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

Goal 5: Hallsville Intermediate 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		
Strategy 1: Report issues to maintenance department in a timely fashion. Strategy's Expected Result/Impact: Physical building is safe from damage Staff Responsible for Monitoring: Principal	Formative		
	Oct	Jan	Apr
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Goal 6: Hallsville Intermediate 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		
Strategy 1: Support technology electives with curriculum and devices needed. Strategy's Expected Result/Impact: Students will have proficient keyboarding skills Students will be able to show their learning through technical skills Staff Responsible for Monitoring: Principal Admin Team Technology Instructors TEA Priorities: Connect high school to career and college	Formative		
	Oct	Jan	Apr
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Goal 7: Hallsville Intermediate 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		
Strategy 1: Community members and families invited to Site Based Decision Making meetings in the fall and spring. Strategy's Expected Result/Impact: Feedback and suggestions on improving our campus Staff Responsible for Monitoring: Principal	Formative		
	Oct	Jan	Apr
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 7: Hallsville Intermediate 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		
Strategy 1: Variety of opportunities to engage parents in learning; including Fall Festival, Community Fair, Title I Annual Meeting, Parent conferences, student showcases, etc. Strategy's Expected Result/Impact: Students feel supported from home in their learning. Teachers are partners with parents. Staff Responsible for Monitoring: Principal Admin Team Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Oct	Jan	Apr
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

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