

Hallsville Independent School District

East Elementary

2024-2025 Campus Improvement Plan



Mission Statement

Lead. Grow. Serve.

At Hallsville East Elementary School, we empower every child to **lead** with integrity, **grow** through curiosity and creativity, and **serve** with kindness and compassion. Through a nurturing and inclusive environment, we inspire our students to become lifelong learners, responsible citizens, and positive contributors to their community and the world.

Vision

Our vision is to cultivate a community of **leaders** who are empowered to reach their full potential. Through the ***Leader in Me*** framework, we nurture students to develop essential life skills, build strong character, and take ownership of their learning. We envision every student as a confident leader who is prepared to positively impact their school, community, and the world.

Core Beliefs

Communication: collaborate, include all, value input from all, presume positive intent

Family: relationships with each other & all students, feel valued, include all, safe place, works as a team, parents

Growth: for all stakeholders ~ students, staff, parents/ guardians, and community

Ownership: team work, accountability, flexibility, grace, dependability

Safety: safe space & environment: physically, mentally, emotionally

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

DEIC committee members include:

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

DEIC subcommittee members include:

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

ILT committee members include:

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

Demographics

Demographics Summary

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 2022 census. However, the school district covers approximately 188 square miles and has more than 18,000 residents. Approximately 4,900 students receive educational services from 350 professional educators who work to meet the needs of each child in the district. A total of approximately 865 employees, including support staff, bus drivers, food service personnel, and maintenance crews work to meet this goal.

Hallsville East Elementary School serves 604 students in grades Pre-K-4th grade. Our ethnic distribution is as follows: 13% hispanic, 7% african american, 4% two or more races, and 75% white. 51% of our families are considered economically disadvantaged, 7% of students are served under Section 504, 3.2% of students are currently emergent bilinguals, 10% of students receive dyslexia instruction, 17% of our students receive specialized education, 3% of students are considered gifted and talented, and 6% of our students are military connected. While our class size is below the district's average class size in 2nd grade, we are above the district's average class size in kindergarten, 1st, 3rd, and 4th, with an average of 20 students per class.

East Elementary varies in teaching experience with 5% of teachers with over 30 years of experience, 8% with 21-30 years experience, 17% with 11-20 years experience, 7% with 6-10 years experience, 20% with 1-5 years experience, and 2% with zero experience. Hallsville East retained 88% of our staff from the 2023-2024 school year to the 2024-2025 school year.

Demographics Strengths

Hallsville ISD is a growing district with a strong reputation for excellence in academics, and many families move to Hallsville to attend a school in the district. We have a strong community-wide support network that continues to embrace the diverse needs of our community. The average number of years of teaching experience is seven years greater than the state's average. Hallsville East's at-risk population is 37%, while the state's is at 53%. Hallsville East Elementary has an attendance rate of 95%, which is above the states average attendance rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The "High Focus" group which includes our economically disadvantaged students, emergent bilinguals, students in special education, and highly mobile students, were at 27% meets grade-level on the Reading STAAR, while all students were at 42% meets grade-level on the Reading STAAR. **Root Cause:** Students struggle with language comprehension, which includes background knowledge and vocabulary. This puts them at a disadvantage in reading comprehension and providing well constructed , text-evidence based written responses.

Student Learning

Student Learning Summary

East STAAR Performance Data 2024 vs. State Average									
	Approaches or Above			Meets or Above			Masters or Above		
	State Average	East 2024		State Average	East 2024		State Average	East 2024	
3rd Math	69%	78%	+9%	41%	45%	+4	15%	16%	+1
3rd Reading	75%	79%	+4	49%	50%	+1%	21%	17%	-4%
4th Math	68%	79%	+11%	45%	53%	+8%	21%	28%	+7%
4th Reading	81%	83%	+2%	51%	53%	+2%	23%	28%	+5%

Student Learning Strengths

Strengths:

East Elementary students performed above the state average in the approaches, meets, and masters categories in 3rd grade math, 4th grade math, and 4th grade reading. The students performed above the state average in the approaches and meets category on the 3rd grade reading STAAR. Our English Learner proficiency score met the interim target (49) on TELPAS with an actual score of 50.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The "High Focus" group which includes our economically disadvantaged students, emergent bilinguals, students in special education, and highly mobile students, were at 27% meets grade-level on the Reading STAAR, while all students were at 42% meets grade-level on the Reading STAAR. **Root Cause:** Students struggle with language comprehension, which includes background knowledge and vocabulary. This puts them at a disadvantage in reading comprehension and providing well constructed , text-evidence based written responses.

School Processes & Programs

School Processes & Programs Summary

1. Curriculum and Instruction

- **Focus:** The curriculum at Hallsville East Elementary (TEKS Resource System) aligns with state and district standards to ensure students achieve necessary academic milestones. Core subjects such as math, reading, science, and social studies are emphasized.
- **Differentiation:** Instruction is tailored to meet diverse learning needs, with interventions for struggling students and enrichment for advanced learners.
- **Methods:** Teachers use a research-based instructional strategies (RBIS) to teach reading and math. Students are engaged in explicit, systematic practice with literacy foundational skills (phonological awareness, decoding, etc.), have regular practice with grade-level, complex texts, and are able to build their knowledge and vocabulary through text in all content areas. Teachers provide opportunities for students to provide text-based responses that are grounded in evidence from text, both literary and informational. In math, teachers pursue rigor by balancing conceptual understanding and procedural skill, and fluency. Because mathematics tells a continuous, connected story there is a depth and coherence of key concepts, so that new understandings are built on previous foundations. In all subject areas, our students engage in productive problem solving and engage in multiple opportunities for practice, discussion, representations, and writing that requires them to explain and revise their thinking.

2. Professional Development

- **Training Focus:** Staff regularly participate in professional development to enhance teaching practices, technology integration, and classroom management. Focus areas include our multi-tiered system of supports for students, number talks, small group instruction, collaborative learning, and research-based instructional strategies.
- **Collaboration:** Teachers have opportunities for peer collaboration, sharing best practices, and ongoing learning as a professional learning community.

3. Leadership and Decision-Making Processes

- **Leadership Structure:** The leadership team, which is composed of the principal, assistant principals, and lead teachers makes decisions with input from teachers, staff, and sometimes parents.
- **Collaborative Decision-Making:** We are a Leader in Me school, so our Lighthouse Team and action teams help develop goals and action plans in the areas of academics, leadership, and culture.
- **Data-Driven:** Leaders use student performance data to inform decisions on curriculum adjustments, professional development needs, and resource allocation.

4. Communication

- **Internal Communication:** Regular meetings between staff members, grade-level teams, and leadership help ensure coordination and alignment on school priorities.
- **Parent Communication:** East Elementary communicates through Talking Points, monthly smores, skyward, and social media to keep parents informed about student progress, school events, and any important announcements.
- **Student-Focused:** Efforts are made to communicate expectations and feedback directly to students in a supportive manner.

5. Scheduling

- **Balanced Schedule:** The school day is structured with core instructional blocks for reading, math, science, and social studies, as well as time for specials (music, art, health/body/health mind, physical education, and computer), as well as thirty minutes for lunch and thirty minutes for recess.
- **Intervention/Enrichment:** Primetime is built into the schedule for interventions for students who need extra help, and enrichment activities for students excelling in certain areas.

6. Support Services

- **Special Education:** The school provides special education services for students with identified needs through individualized education programs (IEPs) or 504 plans. Special education services could include occupational therapy, physical therapy, and speech therapy.
- **Counseling and Mental Health:** Counseling services are offered to support students' emotional well-being, with possible access to social workers or psychologists.
- **Other Services:** There are Emergent Bilingual (EB) services for non-native speakers, gifted and talented services, etc.

7. Technology Integration

- **Tools in the Classroom:** Classrooms incorporate smartboards, Chromebooks, or iPads for interactive learning. Students use these tools for research, presentations, and assessments.
- **Digital Literacy:** The curriculum includes teaching students how to use technology responsibly and effectively. This may include coding or using educational software platforms.
- **Teacher Support:** Teachers are provided with ongoing training on how to integrate technology into lessons to enhance learning and student engagement.

School Processes & Programs Strengths

Hallsville East Elementary School's school processes and programs strengths include:

- Alignment in K-4 curriculum (TEKS RS) and programs (ex: iReady, Heggerty, Really Great Reading, Stemsopes, SAVAAS)
- Master schedule includes large blocks of instructional time, as well as times for small group instruction, specials (P.E., Art, Music, Health, and Computer), lunch, recess, and Primetime (scheduled part of the day where students are given exactly what they need to either fill in gaps of missing learning or extend their knowledge in the curriculum)
- Multiple modes of communication are used which include, internal communication (grade-level planning, lead meetings, office meetings, etc.) and parent communication (phone, email, talking points, monthly smores, social media posts, etc.)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Hallsville East does not currently have after school extra-curricular activities or clubs for students to join. **Root Cause:** Pre-planning for funding in regards to materials, resources, personnel, etc.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 30, 2024

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

Performance Objective 1: Reading Improvement -

Grade 3 & 4 : 50% of Grade 3 and 4 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 60%)

Growth Goal: 80% of students will show growth in the area of reading and Meets/Masters from the 3rd grade STAAR to the 4th grade STAAR.

Pre-K-2nd Grade: 80% of students will show growth in progress measurement reports from the beginning of the year (September 2024) to the end of the year (May 2025).

Evaluation Data Sources: STAAR

Local Common Formative Assessments

RtI and Intervention Data

Circle (Pre-K)

TX-KEA (Kindergarten)

TPRI (1st and 2nd)

BAS (2nd-4th)

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

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will receive systematic, explicit phonics/phonemic awareness instruction, vocabulary, and comprehension. Students who have gaps in reading will receive Tier II and III support when identified as in need/at risk in the area of reading. Strategy's Expected Result/Impact: 80% of students will show at least one grade-level growth as measured by CLI, TXKEA, RGR Screeners, iReady, TPRI, and BAS. Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators, Reading Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr

Strategy 2 Details		Formative Reviews		
Strategy 2: All teachers will utilize district created curriculum documents and TEKS Resource System during common planning to improve Tier I Instruction in the classroom. Strategy's Expected Result/Impact: We will have a 20% decrease in MTSS referrals that require pull-out Tier III intervention. Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators, Reading Interventionists, HISD Curriculum and Instruction Department TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative		
		Oct	Jan	Apr
Strategy 3 Details		Formative Reviews		
Strategy 3: District will provide professional development for teachers in the area of reading - State Required Reading Academies and Campus Based Support - that will included professional development sessions, on campus coaching, and modeling. Strategy's Expected Result/Impact: Teachers will implement a sequenced phonics based scope and sequence. Instruction across classrooms will become more equitable and aligned with district expectations (research based). Walkthrough and PLC documentation will show that 95% of teachers effectively plan and implement reading instruction that follows the science of teaching reading. Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators, Reading Interventionists, HISD Curriculum and Instruction Department TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative		
		Oct	Jan	Apr
Strategy 4 Details		Formative Reviews		
Strategy 4: In the spring, 3rd and 4th grade students will be served through a shared intervention/enrichment model to meet their individual needs and focus on thinking needed to apply the reading and math skills they have learned. Strategy's Expected Result/Impact: 46% of students will get meets grade-level or above on the 3rd and 4th grade reading STAAR. 49% of students will get meets grade-level or above on the 3rd and 4th grade math STAAR. Staff Responsible for Monitoring: Third and Fourth Grade Teachers, Interventionists, Campus Administration, Special Educations Staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative		
		Oct	Jan	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: Math Improvement:

Grade 3 & 4: 53% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 62%)
Growth Goal: 80% of students will show growth in the area of math and Meets/Masters from the 3rd grade STAAR to the 4th grade STAAR
Pre-K-2nd Grade: 80% of students will show growth in progress measurement reports from the beginning of the year (September 2024) to the end of the year (May 2025).

- Evaluation Data Sources:** STAAR
Local Formative Assessments
RtI and Intervention Data
iReady (K-5)
Stemscopes (K-5)
CLI (Pre-K)
TX-KEA (Kindergarten)

Strategy 1 Details	Formative Reviews		
Strategy 1: District will provide professional development for teachers in the area of mathematics - Campus Based Support - that will included professional development during common planning and support with assessment design. Strategy's Expected Result/Impact: 49% of students will get meets grade-level or above on the 3rd and 4th grade math STAAR. 85% of students will grow at least one grade-level in math according to stemscopes/iReady progress monitoring from September 2024 to May 2025. Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators, Math Interventionist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	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 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 not being retained.

Evaluation Data Sources: School records of students At-Risk
MTSS Data

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

Performance Objective 4: 90% of Emergent Bilingual students that take TELPAS will grow from one descriptor level in the over-all composite on TELPAS

Evaluation Data Sources: TELPAS

Local assessment

Summit K-12

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

Evaluation Data Sources: HR records
TEA records

Strategy 1 Details	Formative Reviews		
Strategy 1: Through T-TESS, East administration will monitor progress towards obtaining all district mandated certification; including, but not limited to, ESL, GT, Reading Academy, teacher certification, para certification, etc. Strategy's Expected Result/Impact: All staff certified and equipped with skills to ensure student academic growth Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Oct	Jan	Apr

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue

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: Surveys will indicate that 95% of our staff will report that they were offered quality choices that can help improve their quality of life and financial wellbeing.

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

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

Evaluation Data Sources: Discipline reports through Skyward
Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Consistent and daily implementation of character education curriculum through Morning Meetings (Social Emotional Learning and Leadership Habits). Strategy's Expected Result/Impact: Decrease in discipline referrals Surveys will show student growth in social/emotional areas Increase in caught being a leader awards Staff Responsible for Monitoring: Campus Principals and Counselor Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Clearly defined and communicated Positive Behavioral Interventions and Supports (PBIS). Strategy's Expected Result/Impact: CPI Trained Team Surveys will show that teachers feel supported and student behavior is improved Documentation will show clearly defined school-wide expectations Staff Responsible for Monitoring: Campus Principals LSSP CPI Team/Behavior Committee	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 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: Through the use of surveys, 90% of our staff, students, and families will report feeling safe while at school.

Evaluation Data Sources: Surveys

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

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

Performance Objective 1: Update and better 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		
Strategy 1: Improve campus structure and appearance. Strategy's Expected Result/Impact: Updated painting and floors in music/gym hallway area and in the gym and music room		Formative		
		Oct	Jan	Apr
<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>				

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Emergency Operations Plan was established to ensure the safety of all students and staff. Strategy's Expected Result/Impact: Surveys will show that 90% of students and staff will feel safe while utilizing an efficient and sustainable learning environment. Staff Responsible for Monitoring: Campus SRO, Campus Administrators, CERT Team, Campus Staff	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Practice monthly safety drills on campus (fire, tornado, shelter in place, etc.). CERT Team will meet periodically to address campus safety procedures. Strategy's Expected Result/Impact: 100% of students and staff will participate in monthly safety drills. Staff Responsible for Monitoring: Campus SRO, Campus Administrators, Campus Staff	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 6: HISD will develop innovative and sustainable infrastructure and network solutions that will serve the needs of our students and staff in a 21st Century learning environment. (Technology)

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: PD will be provided district-wide to support blended learning (3,5,7), digital media specialists (librarians), Google Classroom/ LMS, and technology integration; including conferences both virtually and in person. Strategy's Expected Result/Impact: Students will be introduced to Google Classroom and online resources from day 1 of instruction. Staff Responsible for Monitoring: Assistant Superintendent Director of Technology Director of Innovation Campus Principals Assessment Coordinator	Formative		
	Oct	Jan	Apr
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>			

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

Performance Objective 1: Stakeholders will be communicated about regarding student progress, financial transparency, ways to participate in their student's learning. Surveys will indicate that 85% or more families will rate school to parent communication as meets expectations.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: There will be at least one weekly post on social media and talking points. Strategy's Expected Result/Impact: Increased social media presence Positive image of school from stakeholders Staff Responsible for Monitoring: Campus Principals Campus Librarian	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus smore is sent to all stakeholders once a month to communicate campus events/student achievement. Grade level teachers send bi-weekly newsletter communicating campus events/student achievement. Strategy's Expected Result/Impact: Stakeholder involvement Positive perception of schools Staff Responsible for Monitoring: Campus Principals Classroom Teachers	Formative		
	Oct	Jan	Apr
<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>			

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Communication about campus events will be communicated in both English and Spanish. Translators are provided at campus events to encourage communication between parents and staff. Strategy's Expected Result/Impact: Increase parental engagement Staff Responsible for Monitoring: Campus Principals ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate 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 Classroom Teachers	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Hold at least 3 parent engagement activities in partnership with PT0 during the 2024-2025 school year (Fall Reading, Outdoor Movie, Spring Carnival) Strategy's Expected Result/Impact: Surveys will show that 85% of parents/guardians feel parent engagement is at "met standard." Staff Responsible for Monitoring: Campus Principals Campus Staff	Formative		
	Oct	Jan	Apr

Strategy 4 Details	Formative Reviews		
Strategy 4: Offer parent meetings to every East student to discuss academic progress, enrichment/invervention plans, and social/emotional growth at least twice per school year. Strategy's Expected Result/Impact: Increased parental engagement Student growth Staff Responsible for Monitoring: Campus Principals Campus Staff	Formative		
	Oct	Jan	Apr
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div>→</div></div> Continue/Modify <div><div><div></div></div><div>×</div></div> Discontinue			

2024-2025 Site Based Decision Making Team

Committee Role	Name	Position
Parent	Brandi Chestnut	
Parent	Shilo Solis	Parent
Classroom Teacher	Cheryl Suggs	Teacher
Classroom Teacher	Mahamalea Bliss	Teacher
Classroom Teacher	Taylor Gillem	Teacher
Classroom Teacher	Darbi Wyatt	Teacher
Classroom Teacher	Natalie Sanders	Teacher
Classroom Teacher	Carolyn Pruitt	Teacher
Classroom Teacher	Amber Cobble	Teacher
Classroom Teacher	Becky Meitzen	Teacher
District Administration	Amy Collins	Special Education Director
Community Representative	YeLinda Bartlett	Community Member
Community Representative	Jennifer Strong	Community Member
Business Representative	Alison Taylor	Business Rep
Business Representative	Paul William	Business Partner
Administrator	Lauren Boone	Principal
Administrator	Cassandra Solis	AP
Administrator	RaKel Paul	AP
Administration	Chapman Diane	Counselor

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