Hallsville Independent School District

West Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Empowering each other to grow academically, socially, and emotionally.

Vision

Growing Leaders at West Elementary

Core Beliefs

- Positive environment
- Welcome kids at the door with a smile
- Teamwork
- Model a love for learning
- Respect/Discipline/Accountability
- Grace for each other (forgiveness)
- Building relationships with ALL students

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The West Elementary needs assessment resulted from a collaboration between DEIC committee members, DEIC subcommittee members, SBDM committee members, district and campus leadership, 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)

SBDM committee members include:

- Elected, representative professional staff, including at least one SpEd teacher and 2/3 classroom teachers
- Parents of students to be enrolled at West Elementary
- Business representative from the West Elementary boundary
- Community members from HISD boundaries

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 less than 4,000 residents, according to the 2017 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.

West Elementary opened for the 2022-2023 school year, making it Hallsville newest elementary campus.   For the 2022-2023 school year, the campus served 796 students from 3 years of age, in ECSE, through fourth grade. 51.3% of our students are Economically Disadvantaged, making us a Title 1 campus. West Elementary is well over the state in White students (64.3% compared to 25.6%) and Two or More Races (4.6% compared to 3%). Even though our EL are growing and the largest in our district, we are still well below the state averages (11.2% compared to 23.1%). All other races/ethnicity groups are below state averages.

 For the 2023 -2024 school year. the campus employed 101 individuals. Of those, 57 were certified teachers, 28 were educational aides, and 16 were administrative support.

Demographics Strengths

HISD has less Eco. Dis. and At Risk than the State of Texas averages; though those populations are growing.

Our Emergent Bilingual subpopulation is the highest growing area.

Parents of all ethnicities/sub populations participate in school activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: EL students are not progressing at the same rate as other groups.   **Root Cause:** Students are learning language skills along with grade level standards. Also, lost instructional time due to COVID 19.

Problem Statement 2: Males in general and males in our largest sub pops have a higher rate of reoccurring discipline referrals.   **Root Cause:** Not all students have consistent male role models outside of school. We have a small number of male staff members.

Problem Statement 3: Special Education students are not progressing at the same rate as other groups.   **Root Cause:** Students have experienced lost instructional time due to COVID 19.

Student Learning

Student Learning Summary

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 scores indicate that all students are above the state averages in both reading and math. Students have shown growth from 2023-2024 in staar scores.

Texas Education Agency
2022-23 STAAR Performance (TAPR)
HALLSVILLE WEST EL (102904109) - HALLSVILLE ISD - HARRISON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	71%	**83%**	57%	93%	83%	*	-	-	100%	46%	*	88%	73%	75%	-
At Meets Grade Level or Above	2023	50%	44%	**56%**	0%	71%	60%	*	-	-	40%	8%	*	60%	49%	43%	-
At Masters Grade Level	2023	20%	15%	**25%**	0%	36%	25%	*	-	-	40%	0%	*	30%	14%	17%	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	65%	**85%**	71%	93%	85%	*	-	-	100%	46%	*	88%	78%	77%	-
At Meets Grade Level or Above	2023	45%	38%	**55%**	0%	64%	57%	*	-	-	100%	0%	*	59%	49%	43%	-
At Masters Grade Level	2023	19%	16%	**26%**	0%	29%	28%	*	-	-	20%	0%	*	29%	19%	19%	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	68%	**92%**	80%	90%	93%	-	-	-	100%	61%	100%	93%	90%	87%	*
At Meets Grade Level or Above	2023	48%	38%	**70%**	50%	60%	76%	-	-	-	60%	22%	71%	66%	80%	57%	*
At Masters Grade Level	2023	22%	15%	**36%**	10%	25%	42%	-	-	-	30%	11%	29%	35%	38%	22%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	51%	**91%**	80%	89%	93%	-	-	-	90%	65%	100%	92%	90%	87%	*
At Meets Grade Level or Above	2023	48%	31%	**72%**	40%	58%	80%	-	-	-	60%	29%	71%	73%	69%	54%	*
At Masters Grade Level	2023	22%	13%	**41%**	20%	26%	46%	-	-	-	40%	6%	43%	44%	33%	27%	*

Student Learning Strengths

The district has provided a strong bank of resources for teachers to use to ensure students are able to show academic growth. The campus promotes STEM/STEAM activities to promote students to grow in their critical thinking skills.

The campus has incorporated programs and activities to promote student growth as well as awareness of options for career, college and military after high school.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who previously did not pass STAAR, still performing below grade level   **Root Cause:** Students who did not pass STAAR or are projected not to pass STAAR for 3rd grade are not identified soon enough.

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 members are excited about upcoming changes in our special education staff being housed on the campus, as campuses felt they needed more support by highly trained professionals in this area. 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 based on data from behavior RtI and surveys indicating this is a need across the district.

Personnel - Policy & Procedures **Glow: District reputation, HR streamlines the application process, quality candidates** **Grow: Hiring committee diversity, continue to hire high quality candidates**	**Professional Practices** **Glow: PD days are planned according to the needs of teachers and student data and district direction.** **Grow: Discuss needs for PD during common planning**
Programs & Opportunities for Students Glow: Intervention is offered, RTI meetings address this student need, School Counseling Plan addresses the career guidance goals and expectations Grow: MakerSpace, hands on science lab, plan a career day, aligning the procedures and expectations and schedules between the 3 campuses.	Procedures Glow: teachers are learning more efficiently and effective ways to grow technology use in their classroom, we are looking forward to all 3 campuses following the same schedule that aligns, transition meetings Grow: 1:1 technology, making sure each campus is aligned in their 1:1 technology resources, hiring adequate staff to support all special programs as student numbers increase and providing equitable resources, all faculty know that we do implement transition meetings as students transition. district wide RTI/data sheets that are the SAME so that it is easier as students transition in the future, discipline expectations across the district

School Processes & Programs Strengths

- Hallsville's greatest strength is that we operate as a Professional Learning Community (PLC).
- Everything is decided on in a collaborative way.
- Students are at the center of every decision; both their academic and their mental health.
- HISD has a positive reputation in the community; both inside and outside Hallsville ISD lines.

Perceptions

Perceptions Summary

West Elementary is the newest elementary campus of HISD. The campus leadership has worked hard to create a positive, welcoming school culture where everyone supports students and staff to grow and be successful. Feedback from the parent survey conducted in the Spring of 2024, remains positive in regards to culture, climate, procedures, protocols, and communication.

Perceptions Strengths

Many families reported attending 3/4 family events on our survey.

We have a large group of Bobcat Bros. (male parents/community members) who are visible on campus weekly.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Working parents report that they are unable to attend all events during the school day. **Root Cause:** Parents need to know of events early enough to request off to attend.

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
- 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
- Student Progress Domain
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- 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 Improvement -
Grade 3 : 68% 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 in the area of reading. Meets will rise from 62% to 67% for all students. Masters will rise from 24% to 30%.

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: K-4 teachers will be trained in "Small Group Simulation" Tier 1 and 2.	**Formative**		
Strategy's Expected Result/Impact: all students reading on grade level classroom intervention in a timely manner	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Assistant Superintendent Campus Principals District Reading Specialist			

Strategy 2 Details	Formative Reviews		
Strategy 2: Lead teachers will plan together for each nine weeks with district support.	**Formative**		
Strategy's Expected Result/Impact: decrease in referrals to intervention	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Assistant Superintendent Campus Principals District Reading Specialist			

Strategy 3 Details	Formative Reviews		
Strategy 3: All students will get the remediation required through in class supports, enrichment, and/or intervention. Staff will be given current levels of student performance at the beginning of the year, so tier 2 interventions can begin immediately.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Accelerated learning All students on grade level Increase in state assessments **Staff Responsible for Monitoring:** Assistant Superintendent Campus administration team TVAH Administrators District Reading Specialist			

Strategy 4 Details	Formative Reviews		
Strategy 4: Campus Instructional Leadership Team will review data at least quarterly as a team and with teachers, including Individual Student Growth Plans as needed.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Growth for all students Increase in state assessment scores **Staff Responsible for Monitoring:** Campus Principals Assistant Principals Assessment Coordinators			

Strategy 5 Details	Formative Reviews		
Strategy 5: Students in grades K-4 will be screened at least twice per year and data from this screening instrument will be used to target specific skills for students needing intervention. TxKEA: Kindergarten, BOY and EOY. TPRI: 1st grade, BOY and EOY IReady: 2nd-8th, BOY, MOY, and EOY Math: Stemscopes	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Accelerated learning All students on grade level Increase in state assessment scores **Staff Responsible for Monitoring:** Assistant Superintendent Campus Principals District Reading Coordinator			

Strategy 6 Details	Formative Reviews		
Strategy 6: Students will create and track individual reading goals. Students will be rewarded for meeting their individual and class reading goals at least twice throughout the year.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Growth for all students positive school culture due to student ownership in learning **Staff Responsible for Monitoring:** classroom teachers campus administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 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.

    Evaluation Data Sources: CCMR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Host a spring career fair where parents and community members come in and share about their career including what educational requirements it has.	**Formative**		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Increased student awareness of career paths Increased student achievement **Staff Responsible for Monitoring:** Campus Administration Counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 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: 100% of Homeless , Foster Care, and Pregnancy Related service students will receive appropriate services based on requirements and needs. Provide services such as transportation, supplies, school fees, childcare, and free/reduced lunch services for homeless/foster/ parents students.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: All students in these categories will receive the supports they need to be successful. **Staff Responsible for Monitoring:** Director of Federal/Special Programs Campus PIEMS clerk Campus Counselors Campus Nurses			

Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors will follow district system for identifying students At-Risk based on the 14 state criteria.	**Formative**		
Strategy's Expected Result/Impact: All students at-risk identified and served	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Campus Counselors			

Strategy 3 Details	Formative Reviews		
Strategy 3: West staff will work to provide summer programing for English Learners in PK-4, those that do not meet minimum standards on state assessments, and those that need further intervention and support based on local criteria.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Accelerated instruction Students meeting grade level expectations All students meeting growth expectations **Staff Responsible for Monitoring:** Assistant Superintendent Director of Federal/Special Programs Campus Principals Campus Assistant Principals			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 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 identified as Gifted and Talented will be served in their classrooms by a certified GT teacher in grades K-12. Additionally, they will receive additional GT time with the GT coordinator in grades K-5 Focus will be on expanding learning opportunities and deeper thinking.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: GT students will collaborate with one another and expand their learning
    Increased critical thinking and problem solving abilities
    Growth in assessment
    Staff Responsible for Monitoring: Director of Federal/Special Programs
    GT coordinator			

Strategy 2 Details	Formative Reviews		
Strategy 2: West will participate in a campus wide STEM challenge at least once this school year.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: Increased critical thinking and problem solving abilities.
    Well Rounded educational opportunities
    More students scoring in the higher percentiles of state testing			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 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: Student scoring less than advanced will receive pull out services from bilingual and/or ESL personnel with data reviewed monthly for progress and need for further intervention.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: TELPAS growth for all students Reading on reading level **Staff Responsible for Monitoring:** Director of Federal/Special Programs Campus EB Teachers Campus Principals			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus representative will serve on the new Bilingual Advisory Council; council will meet at least once per semester.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Increased student performance Increased parent participation in academics **Staff Responsible for Monitoring:** Director of Federal/Special Programs Campus EB Teachers District Parent Engagement Liaison			

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of RLA teachers have ESL certification.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Evidence of Listening, Speaking, Reading, and Writing in all courses. Student growth on TELPAS and Summit K12 assessments. **Staff Responsible for Monitoring:** Director of Federal/Special Programs Campus Principals Campus EB Coordinators			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 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: Monitor local data at least quarterly for intervention and resources needed. Ensure technology is available to these students as a priority.	**Formative**		
Strategy's Expected Result/Impact: All students will make academic growth. **Staff Responsible for Monitoring:** Assistant Superintendent Assessment Coordinator Director of Federal/Special Programs Director of Technology Campus principals	**Oct**	**Jan**	**Apr**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 7: Math Improvement
Grade 3: 60% of grade 3students will score on grade level or above (meets or masters) on the STAAR. Five year goal is 80%
All Grades: 100% of students will show growth in math. Meets will rise from 50% to 55% for all students. Masters will rise from 19% to 24%.

    Evaluation Data Sources: Local formative assessments
STAAR
RTI and intervention data
STEMscopes screeners
Common and District assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will implement intentional problem solving (vertically aligned strategies and language), Number Talks, Targeted interventions and enrichment.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: growth for all students in math growth for all students in vertically aligned math problem solving
 	
    Staff Responsible for Monitoring: Assistant Superintendent Campus administration
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus Instructional Leadership Team will review data at least quarterly as a team and with teachers, including Individual Student Growth Plans as needed.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Growth for all students Increase in state assessment scores **Staff Responsible for Monitoring:** Campus Principals Assistant Principals Assessment Coordinators			

Strategy 3 Details	Formative Reviews		

Strategy 3: Students will create and monitor individual goals. Students will be rewarded for meeting their individual and class math goals at least twice throughout the year.
    Strategy's Expected Result/Impact: Growth for all students
positive school culture due to student ownership in learning
    Staff Responsible for Monitoring: classroom teachers
campus administrators
	Formative		

	Oct	**Jan**	**Apr**

0% No Progress   100% 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 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.

> **Evaluation Data Sources:** Salary schedules
> Benefit trends

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.

    Evaluation Data Sources: HR wellness records

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: 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: Uncertified hires will have work agreements until certification is complete (within two years).	**Formative**		
Strategy's Expected Result/Impact: All staff will be certified by the end of the school year. All students will be taught by a highly qualified teacher. **Staff Responsible for Monitoring:** Director of Human Resources Campus Principals	**Oct**	**Jan**	**Apr**

Strategy 2 Details	Formative Reviews		
Strategy 2: All ELA, Math, Science, and Social Studies teachers on campus will be ESL certified within 3 years.	**Formative**		
Strategy's Expected Result/Impact: Improved performance of bilingual students. **Staff Responsible for Monitoring:** Campus ESL Teachers Campus Principals Director of Federal/Special Programs Director of Human Resources	**Oct**	**Jan**	**Apr**

Strategy 3 Details	Formative Reviews		
Strategy 3: ALL K-5 core teachers on campus will be obtain the 30 hour course and maintain the annual HISD 6 hour update.	**Formative**		
Strategy's Expected Result/Impact: Higher level, differentiated instruction in all classrooms. **Staff Responsible for Monitoring:** GT coordinator Campus principals Director of Federal/Special Programs Director of Human Resources	**Oct**	**Jan**	**Apr**

Strategy 4 Details	Formative Reviews

Strategy 4: Recruit and hire certified bilingual staff to serve the growing bilingual population.	Formative		
Strategy's Expected Result/Impact: implementation of bilingual program; no need to apply for bilingual waiver	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Human Resources Campus Principals			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

    Evaluation Data Sources: Discipline reports through Skyward

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a Discipline Alternative Education Program (DAEP), with data analysis and a transition plan coordinated with the campus DAEP liaison.	**Formative**		
	Oct	**Jan**	**Apr**
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 **Staff Responsible for Monitoring:** Director of Human Resources Campus Principals District LPC Campus Counselor			

Strategy 2 Details	Formative Reviews		
Strategy 2: Consistent implementation of character ed curriculum, PK-4. (Social/Emotional Learning-ESSA)	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Lessons to include: suicide prevention, conflict resolutions, violence prevention, substance abuse prevention, human traficking, healthy relationships **Staff Responsible for Monitoring:** Assistant Superintendent Campus Principals Campus Counselors			

Strategy 3 Details	Formative Reviews		
Strategy 3: Clearly defined and communicated Positive Behavioral Interventions and Supports (PBIS) on our campus.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Team CPI trained Coordination between behavior assistants Systematic checklist aligned with behavior goals and a process for routine evaluation **Staff Responsible for Monitoring:** Assistant Superintendent Director of Special Education Campus Principals LSSP			

Strategy 4 Details	Formative Reviews		
Strategy 4: All staff trained on Bullying and Harassment, including new guidance on Title IX protocol, thus decreasing incidences of both.	**Formative**		
Strategy's Expected Result/Impact: Student allegations will be properly investigated and handled at the campus level. Staff allegations will be properly investigate and handled at the level appropriate to the case. **Staff Responsible for Monitoring:** Assistant Superintendent Director of Human Resources Director of Federal/Special Programs Campus Principals	**Oct**	**Jan**	**Apr**

0% No Progress   100% 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.

Evaluation Data Sources: Skyward discipline reports
SEL curriculum

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement lessons in 4th grade to include vaping and drug/alcohol awareness, including fentanyl. Tiered level of supports to include education and counseling to students and families.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Decrease in disciplinary referrals due to vaping, drugs, and alcohol. Increase involvement by local SHAC and District School Resource Officers in combating these issues Community awareness and support **Staff Responsible for Monitoring:** Assistant Superintendent Campus Principals Chief of Police			

0% No Progress   100% 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 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: Data is entered into the safety data management system for PASS assessments, student surveys, bullying, self harm, threat assessments, etc. and kept up to date.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Ability to identify students in need of assistance and provide support in a timely manner **Staff Responsible for Monitoring:** Assistant Superintendent Director of Federal/Special Programs Director of assessment District LPC Elementary Behavior Specialist Coordinator of Student Services Campus Principals Assistants Principals Counselors			

Strategy 2 Details	Formative Reviews		
Strategy 2: Regular meetings will include at least one district level meeting and one campus level meeting per semester.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Increased awareness of emergency operations and safety concerns **Staff Responsible for Monitoring:** Superintendent Chief of Police Campus Principals Campus SRO teams			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: HISD 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: 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

Goal 4: HISD 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 2: Provide close monitoring and budgetary feedback for the board for all TVAH related revenues and expenditures.

 Evaluation Data Sources: Budget reports
Board reports

West Elementary
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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		
Strategy 1: Use enrollment projections to determine our needs for future growth.	**Formative**		
Strategy's Expected Result/Impact: Transportation extension Technology network growth Stadium and other facility upgrades to parking **Staff Responsible for Monitoring:** Asst. Supt. Director of Maintenance Campus principals	**Oct**	**Jan**	**Apr**
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Collaborate with Maintenance/Grounds to prioritize campus needs	**Formative**		
Strategy's Expected Result/Impact: Campus needs met and prioritized **Staff Responsible for Monitoring:** Asst. Supt. Director of Maintenance Campus principals	**Oct**	**Jan**	**Apr**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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: Use SRO and local municipalities to ensure that all facilities meet current codes/regulations, including any safety grant projects.	**Formative**		
Strategy's Expected Result/Impact: No accidents Safe schools	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Superintendent Director of Maintenance Chief of Police Director of Technology			

Strategy 2 Details	Formative Reviews		
Strategy 2: Comply with all safety checks and regulations. Anything involving an exterior door or other safety measure should be priority.	**Formative**		
Strategy's Expected Result/Impact: Safe and Secure campuses and facilities	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Superintendent Dir. of Maintenance Dir. of Technology Chief of Police SRO Campus Principals			

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

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: Funds will be allocated to ensure each campus continues to have classroom sets of student devices and updated technology	**Formative**		
Strategy's Expected Result/Impact: All students that need a device for home learning will have one. Technology integration in classrooms will increase as evident in classroom observations. **Staff Responsible for Monitoring:** Assistant Superintendent Director of Federal/Special Programs Director of Innovation Campus Principals	**Oct**	**Jan**	**Apr**

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers and digital media specialist will have opportunities to participate in blended learning training along with integrating tech tools into their instruction throughout the year. Training will be offered in person and in self paced opportunities.	**Formative**		
	Oct	**Jan**	**Apr**
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			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

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

Evaluation Data Sources: Newsletters
Websites
Open Meetings
Event Flyers
Agendas

Strategy 1 Details		Formative Reviews	
Strategy 1: Campus Administrator will create and distribute a semester at a glance and monthly newsletter to keep all stakeholders informed of campus activities and events.		**Formative**	
Strategy's Expected Result/Impact: Increased stakeholder involvement Positive image of school from stakeholders	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Assistant Superintendent Campus Principal			

Strategy 2 Details		Formative Reviews	
Strategy 2: Campus will make at least 1 weekly post on a social media platform highlighting a positive/current event on campus.		**Formative**	
Strategy's Expected Result/Impact: Increased social media presence Positive image of school from stakeholders	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Assistant Superintendent Campus Principal			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 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: All communication from campus will be shared in a language the parents can understand. Campus will utilize Talking Points for personal communication	**Formative**		
	Oct	**Jan**	**Apr**
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			

Strategy 2 Details	Formative Reviews		
Strategy 2: Host a Title 1 Family Literacy Night in the fall where teachers model reading and strategies with students and parents. Books read and a list of reading comprehension questions will be provided in both english and spanish. Families will also have the opportunity to engage in hands on activities and STEM challenges during the event.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: Parent education on reading strategies to use at home
Positive image of school from stakeholders
Increased parental involvement
    Staff Responsible for Monitoring: Campus Administration
Teachers
 	
    Title I:
2.4, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Share Title 1 information as part of our Meet the Teacher Night and Fally Literacy Night in the fall of 2024, including distribution of Parent Engagement Policy and the School-Parent Compact.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Increased parent engagement **Staff Responsible for Monitoring:** DIrector of Special Programs Principal Assistant Principals **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Host a kindergarten orientation night in the spring of 2025. Families will have the opportunity to visit a kindergarten classroom and information about how to help their student be successful in kindergarten will be shared.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Supplies distributed to increase summer learning Positive image of school Increased parental involvement **Staff Responsible for Monitoring:** Campus Administration Teachers **Title I:** 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: The campus will host student led conferences in the fall and spring. Students will share their portfolios with a parent/guardian. These portfolios include student goals, current levels of academic performance, progress monitoring, and work samples.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Increased parental involvement Increased student ownership of learning Increased student achievement **Staff Responsible for Monitoring:** Campus Administration Teachers **Title I:** 2.5, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Partner with our campus PTO to host a spring carnival, where families can come and enjoy games, socialize with peers/friends, and be given STAAR related information.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Increased parent engagement Increased academic achievement Positive school image **Staff Responsible for Monitoring:** Campus Administration PTO representative **Title I:** 2.4, 2.6, 4.2			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue