

Hallsville Independent School District

District Improvement Plan

2022-2023



Mission Statement

HISD will be a district that pursues “Excellence in Education” in all endeavors.

Our Core Beliefs:

- HISD will provide students an opportunity to obtain a world class education that prepares them for a globally competitive society;
- HISD will strive to be a district of excellence that competes at the state and national levels in all academic and extracurricular activities;
- HISD will instill a desire for ethical behavior, integrity and good citizenship in all students.

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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 (fall/spring surveys).

Stakeholder Surveys: September 2022, January 2023, May 2023

CIP and DIP in Final Draft Format: June 2022

Board Approval: October 2022

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 (elementary and secondary) and living in HISD boundaries
- 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 and/or dean)

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.

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

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: EL students are not progressing at the same rate as other groups. **Root Cause:** Lost instructional time due to Covid-19

Problem Statement 2: Special Education students are not progressing at the same rate as other groups. **Root Cause:** Natures and Needs of disabilities

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 Performance Data

District STAAR Performance Data Including TVAH													
	Approaches or Above			Comparison	Meets or Above			Comparison	Masters or Above			Comparison	Total # of
	2019	2021	2022	21-22	2019	2021	2022	21-22	2019	2021	2022	21-22	Students
All Tests	77%	66%			49%	40%			23%	16%			513
3rd Math	81%	64%	70%	6	54%	35%	44%	9	30%	18%	21%	3	513
3rd Reading	76%	70%	78%	8	46%	39%	49%	10	29%	20%	29%	9	513
4th Math	72%	54%	54%	0	47%	33%	36%	3	28%	21%	22%	1	693
4th Reading	72%	60%	68%	8	44%	43%	42%	-1	23%	27%	22%	-5	692
5th Math	79%	60%	56%	-4	50%	43%	31%	-12	33%	27%	14%	-13	782
5th Reading	82%	68%	72%	4	52%	43%	46%	-3	28%	26%	29%	3	784
6th Math	71%	63%	55%	-8	36%	35%	24%	-11	12%	16%	10%	-6	1704
6th Reading	63%	58%	63%	5	35%	28%	32%	4	15%	14%	15%	1	1702
7th Math	64%	48%	40%	8	35%	18%	16%	-2	15%	7%	7%	0	2188
7th Reading	67%	69%	73%	4	43%	41%	45%	4	25%	20%	27%	7	2190
8th Math	64%	48%	40%	-8	35%	26%	14%	-12	10%	6%	4%	-2	2057
8th Reading	76%	72%	75%	3	36%	42%	42%	0	18%	19%	24%	5	2079
8th Science	65%	64%	49%	-15	32%	37%	18%	-19	16%	18%	7%	-11	2250
8th SS	53%	50%	35%	-15	26%	24%	12%	-12	16%	11%	6%	-5	2239
5th Science	69%	58%	53%	-5	49%	36%	34%	2	28%	16%	18%	2	783
Algebra I	56%	47%	39%	-8	28%	20%	16%	-4	16%	11%	9%	-2	2698
Biology	78%	76%	74%	-2	44%	36%	38%	2	16%	9%	14%	5	1232
US History	91%	87%	85%	-2	62%	65%	58%	-7	33%	36%	29%	-7	1936
English I	59%	62%	61%	-1	44%	42%	-2	8%	5%	7%	2		2613
English II	63%	63%	67%	4	45%	51%	6	5%	4%	4%	0		2375

Brick & Mortar STAAR Performance Data													
	Approaches or Above			Comparison	Meets or Above			Comparison	Masters or Above			Comparison	Total # of
	2019	2021	2022	21-22	2019	2021	2022	21-22	2019	2021	2022	21-22	Students
3rd Math - East	90%	81%	80%	-1	53%	46%	48%	2	30%	23%	23%	0	203
3rd Reading - East	78%	77%	85%	8	44%	43%	51%	8	29%	22%	28%	6	203
3rd Math - North	94%	92%	88%	4	69%	59%	62%	3	41%	31%	31%	0	179
3rd Reading - North	87%	89%	88%	1	59%	61%	62%	1	40%	35%	39%	4	179
4th Math	88%	80%	86%	6	60%	55%	62%	7	37%	35%	38%	3	370
4th Reading	83%	80%	85%	5	54%	47%	60%	13	30%	24%	32%	8	370
5th Math	96%	91%	94%	3	70%	55%	61%	6	49%	35%	29%	-6	355
5th Reading	87%	85%	93%	8	62%	60%	70%	10	37%	39%	48%	9	355
5th Science	89%	88%	88%	0	68%	61%	65%	4	40%	29%	36%	7	354
6th Math	88%	89%	89%	0	51%	68%	68%	0	18%	39%	36%	-3	363
6th Reading	74%	77%	82%	5	42%	45%	55%	10	19%	25%	29%	4	362
7th Math	87%	72%	81%	9	56%	37%	56%	19	27%	16%	35%	19	365
7th Reading	83%	80%	84%	4	59%	57%	66%	9	36%	31%	50%	19	365
8th Reading	92%	83%	87%	4	60%	59%	63%	4	33%	32%	42%	10	371
8th Science	87%	81%	80%	-1	61%	59%	50%	-9	33%	35%	26%	-9	371
8th SS	79%	72%	74%	2	52%	45%	38%	-7	32%	22%	23%	1	370
Algebra I	100%	100%	100%	0	100%	96%	94%	-2	95%	81%	82%	1	65
Algebra I	85%	90%	84%	-6	48%	65%	53%	-8	22%	34%	29%	-5	337
Biology	92%	92%	93%	1	76%	76%	78%	2	35%	46%	41%	-5	333
US History	97%	98%	95%	-3	79%	85%	82%	-3	49%	60%	50%	-10	315
English I	81%	79%	82%	3	67%	67%	66%	-1	18%	13%	16%	3	391
English II	76%	79%	84%	5	59%	67%	70%	3	11%	13%	12%	-1	351

TVAH STAAR Performance Data													
	Approaches or Above			Comparison	Meets or Above			Comparison	Masters or Above			Comparison	Total # of
	2019	2021	2022	21-22	2019	2021	2022	21-22	2019	2021	2022	21-22	Students
3rd Math	20%	28%	31%	3	8%	6%	13%	7	4%	3%	3%	0	131
3rd Reading	41%	49%	52%	3	17%	20%	27%	7	9%	6%	18%	12	131
4th Math	15%	25%	18%	-7	4%	8%	7%	-1	0%	5%	4%	-1	323
4th Reading	37%	41%	48%	7	12%	17%	21%	4	5%	8%	10%	2	322
4th Writing	25%	28%			9%	6%			2%	1%			

TVAH STAAR Performance Data													
5th Math	43%	26%	24%	-2	10%	8%	6%	-2	3%	3%	2%	-1	427
5th Reading	62%	49%	54%	5	29%	24%	26%	2	10%	11%	13%	2	429
5th Science	30%	25%	25%	0	9%	7%	9%	2	3%	1%	3%	2	429
6th Math	42%	46%	46%	0	9%	12%	12%	0	0%	1%	3%	2	1341
6th Reading	45%	45%	58%	13	22%	16%	26%	10	8%	7%	11%	4	1340
7th Math	38%	34%	32%	-2	10%	7%	8%	1	3%	2%	1%	-1	1823
7th Reading	49%	62%	71%	9	25%	32%	41%	9	13%	14%	22%	8	1825
7th Writing	46%	50%			20%	13%			5%	2%			
8th Math	44%	30%	32%	2	10%	9%	6%	-3	1%	1%	1%	0	1752
8th Reading	64%	64%	72%	8	23%	29%	38%	9	7%	10%	20%	10	1708
8th Science	47%	52%	43%	11	10%	21%	12%	-9	2%	6%	4%	-2	1879
8th SS	33%	34%	27%	-7	6%	9%	7%	-2	3%	3%	3%	0	1869
Algebra I	35%	37%	31%	-6	9%	9%	8%	-1	4%	4%	4%	0	2296
Biology	69%	73%	66%	-7	23%	28%	22%	-6	2%	2%	3%	1	899
US History	87%	84%	83%	-1	50%	59%	54%	-5	22%	30%	25%	-5	1621
English I	44%	58%	57%	-1	24%	38%	38%	0	2%	3%	5%	2	2222
English II	55%	60%	65%	5	35%	40%	48%	8	2%	2%	3%	1	2024

List identified priorities based on achievement data disaggregate by sub-population categories.Blackout Week July 2020

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?

High school did not show much regression, even school closures and quarantines.

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 due to Covid-19

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, interventions, HB4545 tutorials,

District Processes & Programs

District 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.

In addition to SEL curriculum for all students, HISD has implemented structured classrooms to teach behavior for our most at need students. HISD also targets mental health through increasing counselor time with students and the continued employment of its own LPC.

Perceptions

Perceptions Summary

The majority of stakeholders report very positive feelings about the district, student learning, and business/fiscal endeavors.

Perceptions Strengths

Communication from campus and district leadership.

Discipline/consequences being equitable.

Student learning expectations.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- RDA data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

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

All Grades: 100% of students will show growth in the area of reading and Meets/Masters will rise by 2% for all students at each campus.

Evaluation Data Sources: STAAR

Local Common Formative Assessments

RtI and Intervention Data

Circle

TX-KEA






TPRI


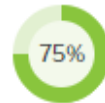

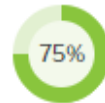


K-5 use F&P BAS







NWEA (for TVAH)

4-English II use STAAR and/or ISIP

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Train and support 100% of new teachers, and teachers in need of assistance, in grades K-3 in guided reading practices. Strategy's Expected Result/Impact: All students reading on grade level Classroom intervention in a timely manner Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators District Reading Specialist	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Reading Academy K-3 initiative will continue with 2nd/3rd staff and new employees that are untrained. Strategy's Expected Result/Impact: Growth for all students in Reading Implementation of strategies in classrooms Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators District Reading Specialist	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Evidence of Reading Academy training in lesson plans and walkthrough data. Strategy's Expected Result/Impact: Decrease in referrals to intervention Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators District Reading Specialist	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: All students will get the remediation required through in class supports, enrichment, and/or intervention. Strategy's Expected Result/Impact: Accelerated learning All students on grade level Increase in state assessments Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators District Reading Specialist Funding Sources: Intermediate Instructors & Supplies - 199 - General Fund: SCE (24/30) - \$76,074, North Instructors & Supplies - 199 - General Fund: SCE (24/30) - \$88,116, Software to support intervention - 199 - General Fund: SCE (24/30) - \$2,000, Jr. High Instructors & Supplies - 199 - General Fund: SCE (24/30) - \$37,775, East Instructors & Supplies - 199 - General Fund: SCE (24/30) - \$66,520, West Instructors & Supplies - 199 - General Fund: SCE (24/30) - \$83,049	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: District level Reading Specialist will coordinate K-8 schoolwide initiatives, including targeted intervention, Reading Academies, professional development, and CIA support. Strategy's Expected Result/Impact: All students on grade level All students showing growth Fewer dyslexia/dysgraphia referrals Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator TVAH Administrators District Reading Specialist	Formative		
	Oct	Jan	Apr
			

Strategy 6 Details	Formative Reviews		
Strategy 6: District and Campus Instructional Leadership Team will review data at least quarterly as a team and individually with principals, including Individual Student Growth Plans. Strategy's Expected Result/Impact: Growth for all students Increase in state assessments Staff Responsible for Monitoring: Asst. Supt. of Learning Dir. of Special Education Dir. of Spec/Fed Programs TVAHS Coordinator Assessment Coordinator Campus Principals	Formative		
	Oct	Jan	Apr
	 35%	 50%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Math Improvement:







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







All Grades: 100% of students will show growth in the area of math and Meets/Masters will rise by 2% for each campus.

Evaluation Data Sources: STAAR

Local Formative Assessments

RtI and Intervention Data

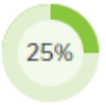



Strategy 1 Details	Formative Reviews		
Strategy 1: Intentional problem solving, Number Talks, iReady universal screening and intervention, targeted enrichment Strategy's Expected Result/Impact: Growth for all students in mathematics Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continued professional development, coaching, instructional support by outside consultant(s). Strategy's Expected Result/Impact: Growth for all students in mathematics. Instructional strategies evident through T-TESS observations Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Economically disadvantaged students have priority in math intervention and extension activities. Strategy's Expected Result/Impact: State assessment results to increase from 30% to 36% to meet state indicators Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators Funding Sources: Intermediate Instructors & Supplies - 199 - General Fund: SCE (24/30) - \$76,616, North Instructors & Supplies - 199 - General Fund: SCE (24/30) - \$88,116, Jr. High Instructors & Supplies - 199 - General Fund: SCE (24/30) - \$70,992, East Instructors & Supplies - 199 - General Fund: SCE (24/30) - \$95,862, West Instructors & Supplies - 199 - General Fund: SCE (24/30) - \$83,049	Formative		
	Oct	Jan	Apr
			









Strategy 4 Details	Formative Reviews		
Strategy 4: District and Campus Instructional Leadership Team will review data at least quarterly as a team and individually with principals, including Individual Student Growth Plans. Strategy's Expected Result/Impact: Growth for all students Increase in state assessments Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator TVAH Administrators	Formative		
	Oct	Jan	Apr
	 35%	 50%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			


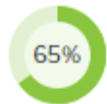






Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 3: College, Career, and Military Readiness will increase from 33% in 2022 to 63% (state results) in 2023 (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: Monitor systems for college readiness exam administration. Strategy's Expected Result/Impact: The number of students meeting at least one college readiness indicator through SAT will increase. Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator TVAH Administrators CCMR Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure Texas Success Initiative (TSI) readiness of students by assessing and intervening systematically. (100% brick and mortar, 50% TVAH) Strategy's Expected Result/Impact: An increased number of students will be TSI complete by the time they become seniors in high school. Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator TVAH Administrators CCMR Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase job site options in the community for 18+ Program by two job sites. Strategy's Expected Result/Impact: Increase scope of job skills and provide variety. Increase community support and awareness. Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education	Formative		
	Oct	Jan	Apr







Strategy 4 Details	Formative Reviews		
Strategy 4: Enrollment in CTE dual credit coursework will increase by 3% in the 2022-2023 school year and will obtain skills necessary to obtain entry level employment. Strategy's Expected Result/Impact: Students prepared for employment, internship, etc. Staff Responsible for Monitoring: Assistant Superintendent Director of CTE CCMR Coordinator Assessment Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: The percentage of students receiving CTE certifications (includes local, state , and federal certifications) will increase 5%. Strategy's Expected Result/Impact: Meet CCMR requirements and graduation requirements. Students ready to enter the workforce. Staff Responsible for Monitoring: Assistant Superintendent Director of CTE Assessment Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: CTE will develop 5 new business and industry partners in the Longview area by the end of the 2022-2023 school year. Strategy's Expected Result/Impact: Increased opportunities and variety for students. Community support and awareness. Staff Responsible for Monitoring: Assistant Superintendent Director of CTE	Formative		
	Oct	Jan	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Campus and district-level special education staff will assist parents and students age 14 and older in developing individualized transition plans consistent with student strengths. Strategy's Expected Result/Impact: ARD committee transition plans will be consistent with a child's specific strengths in order to plan for their future success after public education. Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education	Formative		
	Oct	Jan	Apr
			




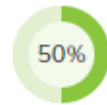


Strategy 8 Details	Formative Reviews		
Strategy 8: All HJH students will complete a career interest and aptitude assessment, attend a career fair (including Military), and create a high school 4-year plan before completing 8th grade. Strategy's Expected Result/Impact: Supports CCR goals. Allows students to make choices based on their individual strengths and interests. Staff Responsible for Monitoring: Assistant Superintendent Campus Principal Campus Counselors	Formative		
	Oct	Jan	Apr
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Research and develop PK-12 alignment towards career pathways/CTE/endorsements offered 9-12. Strategy's Expected Result/Impact: STEAM emphasis PK-8 Partnerships with community Staff Responsible for Monitoring: Assistant Superintendent Director of CTE CCMR Coordinator Campus Principal	Formative		
	Oct	Jan	Apr
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Job skills on campus for student that receive services in structured learning and/or behavior classrooms. Strategy's Expected Result/Impact: Students ready for life beyond high school, including the Pathways 18+ program Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			







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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of Homeless , Foster Care, and Pregnancy Related service students will receive appropriate services based on requirements and needs. Provide services such as transportation, supplies, school fees, and free/reduced lunch services for homeless/foster students. 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 Counselors Campus Nurses	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: At-Risk Initiative programs in grades 8-12 Strategy's Expected Result/Impact: Reduced behavior and failure rates Increased graduation rates Staff Responsible for Monitoring: Director of Special/Federal Programs Campus Principal Campus Counselor Funding Sources: Initiative for Jr. High - 199 - General Fund: SCE (24/30) - \$6,000, Initiative for HHS - 199 - General Fund: SCE (24/30) - \$7,500	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Follow the TEA approved Dyslexia handbook. Strategy's Expected Result/Impact: Students with dyslexia will progress in the curriculum Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Campus Dyslexia Specialists Funding Sources: Supplies and Materials for Dyslexia Program - 199 - General Fund: SCE (24/30) - \$4,000, Dyslexia/Dysgraphia Testing Supplies - 199 - General Fund: SCE (24/30) - \$6,000	Formative		
	Oct	Jan	Apr
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Students in danger of failing or students having lost credit (grades 9-12) will be identified through RtI/MTSS for Intervention/Credit Recovery. Strategy's Expected Result/Impact: Intervention reports will show progress for each student (iReady, Apex, Read 180, edgenuity, etc) Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Funding Sources: Supplies for HS - 199 - General Fund: SCE (24/30) - \$140,550, Personnel from EOC and Credit Recovery - 199 - General Fund: SCE (24/30) - \$261,868, Assessment Stipend for 504/Dyslexia Personnel - 199 - General Fund: SCE (24/30) - \$10,500	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Counselors will follow district system for identifying students At-Risk based on the 14 state criteria. Strategy's Expected Result/Impact: All students at-risk identified and served Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Campus Counselors	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: HISD will provide summer programing for credit recovery, English Learners in K/1, HB4545, and those that need further intervention and support. 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 Funding Sources: Summer School Supplies - 199 - General Fund: SCE (24/30) - \$5,000, Personnel for Summer Programing - 199 - General Fund: SCE (24/30) - \$40,000	Formative		
	Oct	Jan	Apr
			

Strategy 7 Details	Formative Reviews		
Strategy 7: HISD Attendance/Tuancy Officer will follow district system for identifying students and working with families to ensure attendance and graduation. Strategy's Expected Result/Impact: Student attendance will improve All credits earned/recovered Student will graduate Staff Responsible for Monitoring: Human Resource Director PEIMS Director Attendance Officer Campus Principals Campus PEIMS/Registrars Funding Sources: Attendance Officer - 199 - General Fund: SCE (24/30) - \$80,000	Formative		
	Oct	Jan	Apr
	 30%	 50%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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




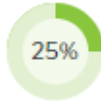




Performance Objective 5: Implement systems that promote the ability of HISD to students who score in the highest tiers on AP, PSAT, SAT, ACT, and qualify as National Merit Scholars.

Evaluation Data Sources: National Merit Designation

PSAT/SAT scores

ACT scores











AP test scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Students identified as Gifted and Talented will be served in their classrooms by a certified GT teacher in grades K-12. Additionally, they will receive additional GT time with the GT coordinator in grades K-5 and GT campus specialists grades 6-8. Focus will be on expanding learning opportunities and deeper thinking. Strategy's Expected Result/Impact: GT students will collaborate with one another and expand their learning Growth in assessment Top tier PSAT scores in 8th grade Staff Responsible for Monitoring: Director of Federal/Special Programs GT coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide ACT/SAT Bootcamp outside the school day to students free of charge prior to testing. Strategy's Expected Result/Impact: More students taking the exams Students scoring higher on exams Staff Responsible for Monitoring: Assistant Superintendent Campus Principal GT Coordinator SAT/ACT instructor	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 6: Students that are Emergent Bilingual that take TELPAS will meet growth indicators towards English Language Proficiency. Rate will increase from 36% to 40%.

Evaluation Data Sources: TELPAS
Local assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Student scoring less than advanced will receive pull out services from ESL personnel and data reviewed monthly for progress and need for further intervention. 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 Funding Sources: Certification Reimbursement for ESL - 199 - General Fund: SCE (24/30) - \$2,000, DMAC/LPAC - 199 - General Fund: SCE (24/30) - \$450	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Parent meeting at least once per semester for just bilingual parents to train on resources and build relationships between home and school. 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 Campus Principals	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of teachers trained in SIOP strategies by the end of 2021-2022. 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 Teachers	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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




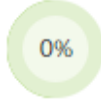




Evaluation Data Sources: STAAR scores

local assessment data

stakeholder survey

Intervention data





Technology data


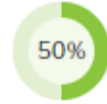




Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor local data at least quarterly for intervention and resources needed. Ensure technology is available to these students as a priority. Strategy's Expected Result/Impact: All students will make academic growth. Staff Responsible for Monitoring: Assistant Superintendent Assessment Coordinator Director of Federal/Special Programs Director of Technology Campus principals	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide transition to kindergarten services to students in early childhood education. Research a parental engagement program to be implemented in 2023-2024. Strategy's Expected Result/Impact: Early childhood students on level entering kindergarten Parents engaged throughout the educational K-12 experience Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals (elementary) Funding Sources: Personnel for PK - 199 - General Fund: SCE (24/30) - \$299,088	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Survey results
PD sign in/evaluations







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

Strategy 3 Details	Formative Reviews		
Strategy 3: Through TCLAS Grant, offer assistance with undergraduate degrees and/or certificates to up to 6 paraprofessionals. Strategy's Expected Result/Impact: Fill vacant teaching positions Staff Responsible for Monitoring: Director of Human Resources	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Communicate opportunities to staff members of what options are available in terms of benefits beyond health care. Strategy's Expected Result/Impact: Increased staff awareness of benefit programs Staff preparedness for the future/retirement Staff Responsible for Monitoring: Director of Human Resources Benefits Specialist	Formative		
	Oct	Jan	Apr
	 30%	 50%	
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>			

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

Performance Objective 3: 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







Strategy 1 Details	Formative Reviews		
Strategy 1: District will compile data about different options for gym memberships for employees. Strategy's Expected Result/Impact: Employees will have choices Staff Responsible for Monitoring: Director of Human Resources Benefits Specialist	Formative		
	Oct	Jan	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 4: 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 complete certification requirements within the first school year. Strategy's Expected Result/Impact: All staff will be certified by the end of the school year. All students will be taught by a highly qualified teacher. Staff Responsible for Monitoring: Director of Human Resources Campus Principals	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All ELA teachers will be ESL certified within 3 years of being hired, or within 1 year of campus principal notification. Strategy's Expected Result/Impact: Improved performance of bilingual students. Staff Responsible for Monitoring: Campus ESL Teachers Campus Principals Director of Federal/Special Programs Director of Human Resources	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: ALL K-5 core teachers and 6-12 advanced teachers will be GT certified within 3 years of being hired, or within 1 year of campus principal notification. Strategy's Expected Result/Impact: Higher level, differentiated instruction in all classrooms. Staff Responsible for Monitoring: GT coordinator Campus principals Director of Federal/Special Programs Director of Human Resources	Formative		
	Oct	Jan	Apr
			



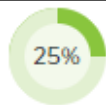



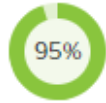
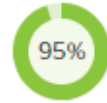
Strategy 4 Details		Formative Reviews		
Strategy 4: CTE will recruit and hire certified personnel when possible. For any position that is considered "high-demand" or "high need", these individuals will be hired on a Local School District Permit and will be required to complete district professional development activities within the first year of employment. Strategy's Expected Result/Impact: Certified teachers in classrooms Increased student performance Staff Responsible for Monitoring: Director of Human Resources Director of CTE Campus principals		Formative		
		Oct	Jan	Apr
				
		 No Progress  Accomplished  Continue/Modify  Discontinue		







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

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

Evaluation Data Sources: Discipline reports through Skyward

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a Discipline Alternative Education Program (DAEP), with data analysis and a transition plan coordinated with the campus DAEP liaison. 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 Funding Sources: Personnel for DAEP - 199 - General Fund: SCE (24/30) - \$75,088, Supplies for DAEP - 199 - General Fund: SCE (24/30) - \$10,000	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Consistent implementation of character ed curriculum. (Social/Emotional Learning-ESSA) Strategy's Expected Result/Impact: Lessons to include: suicide prevention, conflict resolutions, violence prevention, substance abuse prevention, human trafficking, healthy relationships Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Campus Counselors	Formative		
	Oct	Jan	Apr
			







Strategy 3 Details	Formative Reviews		
Strategy 3: Clearly defined and communicated Positive Behavioral Interventions and Supports (PBIS) at each campus. 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 Funding Sources: Personnel for Behavior Intervention - 199 - General Fund: SCE (24/30) - \$26,943	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Behavior Classrooms at designated campuses to allow behavior redirection and teaching behavior skills. Strategy's Expected Result/Impact: Decrease in disruptive behaviors to the classroom Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education Campus Principals	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Consistent implementation of student code of conduct and quarterly data reviews at the campus level to evaluate trends and interventions. Strategy's Expected Result/Impact: Decrease behavior referrals; major and minor Staff Responsible for Monitoring: Assistant Superintendent Campus Principals	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: All staff trained on Bullying and Harassment, including new guidance on Title IX protocol, thus decreasing incidences of both. 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	Formative		
	Oct	Jan	Apr
			

Strategy 7 Details	Formative Reviews		
Strategy 7: In HISD, dating violence is not tolerated. Allegations should immediately be reported to campus administration, who will notify involved parties. Guidelines are found in the HISD Handbook. Training for all staff is required and training for students, grades 6-12, will be imbedded in SEL curriculum. Strategy's Expected Result/Impact: Students will report incidences Notifications sent to all parties Staff Responsible for Monitoring: Campus Administrators Director of Special Programs (Title IX compliance) Campus Counselors	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Make a concerted effort to improve student awareness of the danger of drugs and alcohol, while simultaneously implementing systematic methods to mitigate these substances on or near any HISD campus.

Evaluation Data Sources: Skyward discipline reports
SEL curriculum

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement lessons in grades 4-12 to include vaping and drug/alcohol awareness. 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	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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

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

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









Evaluation Data Sources: Financials
Monthly reports

Strategy 1 Details	Formative Reviews		
Strategy 1: HISD expenditure analysis/forecasting information will be evaluated regularly and presented to the board within the budgeting workshops or as requested; including TVAH Strategy's Expected Result/Impact: Board can make timely and informed decisions Staff Responsible for Monitoring: Superintendent Assistant Superintendent CFO Facilities Director	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Bond Expenditure Report will be maintained on a monthly basis, to report project expenditures, encumbrances and remaining bond project budget. Strategy's Expected Result/Impact: School board will have timely and accurate information and be able to make informed decisions. Staff Responsible for Monitoring: Superintendent CFO	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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











Evaluation Data Sources: Budget reports
Board reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet on a monthly basis with HISD's TVAH team to discuss budget and special population numbers. Strategy's Expected Result/Impact: Accurate budgeting Staff Responsible for Monitoring: CFO TVAH Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Meet on a monthly basis with K12's financial team to discuss budget and special population numbers. Strategy's Expected Result/Impact: Accurate budgeting Staff Responsible for Monitoring: Superintendent CFO TVAH Administration	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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: Use enrollment projections to determine our needs for future growth. Staff Responsible for Monitoring: Asst. Supt. Director of Maintenance Campus principals	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborate with Hallsville mayor on community needs, including roadwork and traffic. Strategy's Expected Result/Impact: Increased relationship Facilities meet community needs Community facilities meet school needs Staff Responsible for Monitoring: Asst. Supt. Director of Maintenance Campus principals	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Collaborate with campus principals and designated campus teams. Strategy's Expected Result/Impact: Campus needs met and prioritized Staff Responsible for Monitoring: Asst. Supt. Director of Maintenance Campus principals	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Coordinate with Facilities Director and Project Manager monthly to monitor bond project progress and costs to ensure proper allocation of bond budgets within and across related fiscal years. Implement a list of successful bond projects on time and under budget. Strategy's Expected Result/Impact: All things prosed in the 2019 bond completed under budget Staff Responsible for Monitoring: Superintendent Asst. Supt. CFO	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Use district SRO's and local municipalities to ensure that all facilities meet current codes/regulations. Strategy's Expected Result/Impact: No accidents Safe schools Staff Responsible for Monitoring: Superintendent Director of Maintenance	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Campuses submit a list of needs to the district maintenance director who will work with the Superintendent to prioritize those needs. Strategy's Expected Result/Impact: Campus safety and security Aesthetically pleasing buildings Staff Responsible for Monitoring: Superintendent Director of Maintenance Campus Principals	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Comply with all safety checks and regulations. Anything involving an exterior door or other safety measure should be priority. Strategy's Expected Result/Impact: Safe and Secure campuses and facilities Staff Responsible for Monitoring: Superintendent Dir. of Maintenance Dir. of Technology Chief of Police Campus Principals	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Maintenance and Technology departments will work together to assess campus needs to improve district infrastructure according to feedback from TEA needs assessment from June 2020. The "HISD Wireless Network Project 2020" will be updated accordingly. Strategy's Expected Result/Impact: Progress towards updating HISD infrastructure Staff Responsible for Monitoring: Superintendent Director of Maintenance Director of Technology	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Funds will be allocated to ensure each campus is 1:1 in core classes. 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	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: PD will be provided district-wide to support blended learning (3,5,7), digital media specialists (librarians), Google Classroom/ LMS, and technology integration; including conferences both virtually and in person. 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
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Librarians will be trained to provide opportunities for digital literacy skills to students that improve academic achievement and support teachers in the classroom. Strategy's Expected Result/Impact: Librarians will be digital media specialists Improved academic achievement on STAAR and local assessments Support of the blended classroom model Staff Responsible for Monitoring: Assistant Superintendent Director of Innovation Campus Principals Campus Librarians	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





Evaluation Data Sources: Newsletters







Websites

Open Meetings

Event Flyers

Agendas






Strategy 1 Details	Formative Reviews		
Strategy 1: Each campus will create and distribute a communication to stakeholders to keep everyone abreast of campus events and student achievement. Strategy's Expected Result/Impact: Stakeholder involvement Positive perception of schools 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	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide quarterly office newsletter highlighting district events and "happenings." Strategy's Expected Result/Impact: Positive image of district Increase in those willing to volunteer Increase community support of volunteer efforts 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	Formative		
	Oct	Jan	Apr
			







Strategy 3 Details	Formative Reviews		
Strategy 3: Weekly post on at least 1 social media platform highlighting a positive/current event on campus. Strategy's Expected Result/Impact: Increased social media presence Positive image of school from stakeholders 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	Formative		
	Oct	Jan	Apr
	 30%	 50%	
<div>  No Progress  Accomplished  Continue/Modify  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 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: Provide communication in a language parents understand. Strategy's Expected Result/Impact: Increase parental engagement Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Hold annual Title I parent information night in the fall of 2022, including the distribution of Parent Engagement Policy and the School-Parent Compact. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct parent meetings to discuss high school transitions, higher education opportunities, financial aide, and the need for making informed curriculum choices as students register for high school. Strategy's Expected Result/Impact: Increased CCMR rates	Formative		
	Oct	Jan	Apr

<p>Increased graduation rates</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$3,007,123.00

Total FTEs Funded by SCE: 21.94

Brief Description of SCE Services and/or Programs

When analyzing our data through the needs assessments process, the majority of our students that are labeled "At-Risk" of not graduating meet that criteria through either 1) not passing a state assessment (STAAR or STAAR EOC) or 2) not meeting the early reading indicator in grades K-3. As such, HISD's priorities for SCE funds are tied primarily to those populations.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexander, Sarah	HHS Math EOC	0.71
Anderson, Sandie	North PK Teacher	0.5
Arney, Virginia	East Rdg. Intervention	1
Beard, Kami	HHS Math EOC	0.12
Borrego, Jessica	West PK Teacher	0.5
Bradford, Trisha	East Inst. Para	0.75
Carter, Amy	North PK Teacher	0.5
Covington, LeighAnn	West Math Intervention	1
Deason, Chris	HHS GCS Teacher	0.5
Drewery, Abby	HHS ELAR EOC	0.12
Easley, Debbie	North Inst. Para	1
Horne, Nicole	West PK Teacher	0.5
Jarrett, Christy	HHS ELAR EOC	0.24
Johnson, Anna	Intermediate Math Intervention	1
Kernan, Amanda	HHS ELA EOC	0.24
King, Laura	North Rdg. Intervention	1
LeBlanc, Samuel	HHS US History EOC	0.12
Lee, Edwin	Intermediate Behavior Asst.	0.48
McDonald, Kevin	HHS GCS Teacher	0.5

<u>Name</u>	<u>Position</u>	<u>FTE</u>
McKinney, Allison	HHS Math EOC	0.24
McNair, Christy	North Behavior Para	0.48
Mitchell, Danny	HHS Credit Recovery Teacher	0.24
Moore, Anya	Jr. High Math Intervention	0.33
Nunnery, Brittani	North Inst. Para	1
Peck, Jena	Intermediate Rdg. Intervention	1
Porter, Melinda	North Inst. Para	1
Robertson, Bobbi	HHS ELAR EOC	0.06
Sandley, Brandie	West Rdg. Intervention	1
Sogner, April	HHS ELAR EOC	0.24
Staggs, Debra	North Math Intervention	1
Swan, Janis	East Inst. Para	1
Wade, Shera	HHS Instructional Para	1
Welch, Amy	East PK Teacher	1
Welch, Frieda	East Math Intervention	1
Williams, Kathryn	Jr. High Math Intervention	0.33
Wiltshire, Jody	HHS Math EOC	0.12
Woods, Lindsey	HHS ELAR EOC	0.12

District Education Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Kimberly Hendrix	East
Classroom Teacher	Melissa Cernosek	East
Classroom Teacher	Iliana Hernandez	East
Administrator	Cassie Solis	East
Classroom Teacher	Debbie Staggs	North
Classroom Teacher	Kelli McMullen	North
Classroom Teacher	Mylanda Morrow	North
Administrator	Cari Bailey	North
Classroom Teacher	Rosemary Parker	West
Classroom Teacher	Nikki Robeson	West
Classroom Teacher	Denise Mata	West
Administrator	Andrea Brandon	West
Non-classroom Professional	Carli Proctor	Intermediate
Paraprofessional	Brianna Lansdale	Intermediate
Administrator	Amber Wineinger	Intermediate
Classroom Teacher	Amber Warbington	JH Teacher
Classroom Teacher	Jessica Ray	JH Teacher
Paraprofessional	Blake Robinson	JH classroom assistant
Classroom Teacher	Hollie Strickland	JH Teacher
Administrator	Doug Childs	JH AP
Classroom Teacher	Tracy DeWoody	HHS Teacher
Classroom Teacher	Lindsey Woods	HHS Teacher
Classroom Teacher	Dawn Dillard	HHS Teacher
Classroom Teacher	Sarah Alexander	HHS Teacher
Classroom Teacher	Amber Whitehead	HHS Teacher
Classroom Teacher	Kara Smith	HHS Teacher
Administrator	Amanda Clark	HHS Dean of Instruction
Administrator	Kelly Graff	HHS CCMR Coordinator

Committee Role	Name	Position
Administrator	Julie Smith	TVAH Coordinator
Classroom Teacher	Martha Ruff	ESL Teacher
District-level Professional	Lara Hood	Speech Pathologist
Counselor	Donese Simmons	District LPC
Non-classroom Professional	Chris Miller	HISD Police Chief
Classroom Teacher	Anda Juban	District GT Coordinator/GT K-2 Teacher
Parent	Lynsey Lack	Parent - Elementary
Parent	Garnett Johnson	Parent - Secondary
Administrator	John Martin	Superintendent
Administrator	Shauna Hittle	Assistant Superintendent, Title II representative
Administrator	Kathy Gaw	Dir. of CTE
Administrator	Amy Whittle	Director of Federal/Special Programs
Administrator	Amy Collins	Director of Special Education
Administrator	Shay Thompson	TVAH Assistant Coordinator
Classroom Teacher	Ros Petry	TVAH Teacher
Administrator	Kyla Pickell	TVAH Executive Director
Community Representative	Barbara Stevens	Community Member
Community Representative	Dolores Cantu	Community Member
Business Representative	David Keoun	Business - Realtor
Business Representative	Lance Slaten	Business - Finance

District Funding Summary

199 - General Fund: SCE (24/30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Intermediate Instructors & Supplies		\$76,074.00
1	1	4	West Instructors & Supplies		\$83,049.00
1	1	4	Software to support intervention		\$2,000.00
1	1	4	North Instructors & Supplies		\$88,116.00
1	1	4	Jr. High Instructors & Supplies		\$37,775.00
1	1	4	East Instructors & Supplies		\$66,520.00
1	2	3	Intermediate Instructors & Supplies		\$76,616.00
1	2	3	Jr. High Instructors & Supplies		\$70,992.00
1	2	3	North Instructors & Supplies		\$88,116.00
1	2	3	West Instructors & Supplies		\$83,049.00
1	2	3	East Instructors & Supplies		\$95,862.00
1	4	2	Initiative for Jr. High		\$6,000.00
1	4	2	Initiative for HHS		\$7,500.00
1	4	3	Dyslexia/Dysgraphia Testing Supplies		\$6,000.00
1	4	3	Supplies and Materials for Dyslexia Program		\$4,000.00
1	4	4	Supplies for HS		\$140,550.00
1	4	4	Personnel from EOC and Credit Recovery		\$261,868.00
1	4	4	Assessment Stipend for 504/Dyslexia Personnel		\$10,500.00
1	4	6	Summer School Supplies		\$5,000.00
1	4	6	Personnel for Summer Programing		\$40,000.00
1	4	7	Attendance Officer		\$80,000.00
1	6	1	Certification Reimbursement for ESL		\$2,000.00
1	6	1	DMAC/LPAC		\$450.00
1	7	2	Personnel for PK		\$299,088.00
3	1	1	Supplies for DAEP		\$10,000.00
3	1	1	Personnel for DAEP		\$75,088.00
3	1	3	Personnel for Behavior Intervention		\$26,943.00

199 - General Fund: SCE (24/30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$1,743,156.00