

Hallsville Independent School District

District Improvement Plan

2024-2025



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.

Timeline:

Stakeholder Survey: March 26, 2024

DEIC Needs Assessment Meeting #1 (by campus): due by April 8, 2024

DEIC Needs Assessment Meeting #2: April 25, 2024

DEIC input on Needs Assessment: email April 29, 2024

District Leadership Team (DLT) Needs Assessment Meeting: May 1, 2024

Needs Assessment draft to DEIC and DLT: May 8, 2024

DEIC Subcommittee to finalize Needs Assessment: May 30, 2024

CIP and DIP in Final Draft Format: July 2024

Board Approval: September 2024

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
- Stakeholders for Title II, Title II, and Title IV

DEIC subcommittee members include:

- A representative from each campus (typically an assistant principal and/or dean)

DLT 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 Hallsville ISD boundaries and students throughout the State of Texas through a partnership with Stride K-12. Inside the ISD boundaries, approximately 5,000 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 approximately 22,200 students as of the Summer 2023-2024 PEIMS snapshot.

Demographic Data for Brick & Mortar (those that reside in HISD boundaries and attend in person schools):

Year	SPED	EB	CTE	ECO Dis	GT	Dyslexia	Section 504	Homeless
2023-2024	16.16	5.90	26.83	48.62	6.96	9.84	11.03	0.52
2022-2023	13.07	5.55	30.89	47.01	6.52	8.74	2.25	
2021-2022	12.29	4.84	32.82	41.36	6.5	7.74	2.13	
2020-2021	10.93	4.25	no data	43.14	6.96	6.57	2.44	
2019-2020	9.91	3.67	32.87	39.95	7.2	4.73	3.13	
2018-2019	9.18	4.07	32.32	41.09	7.2	4.11	3.47	

Year	Hispanic	White	Asian	Amer. Indian	Native Hawaiian	Two or More	
2023-2024	17.66	67.45	0.67	0.17	0.12	5.05	
2022-2023	17.54	69.03	0.64	0.16	0.12	4.71	
2021-2022	17.05	70.34	.670	0.15	0.08	4.82	
2020-2021	16.04	70.41	0.94	0.17	0.13	5.21	
2019-2020	15.79	71.81	0.91	0.17	0.02	4.83	
2018-2019	15.69	71.94	1.00	.24	.02	4.68	

Demographic Data for Texas Virtual Academy of Hallsville (TVAH)

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

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

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.

Demographics Strengths

- Diversity - small growth in brick and mortar campuses; TVAH has more diversity and reflects more of the State of Texas' diverse populations
- Most special programs are staying consistent in percentages of the population (GT, EB, Homeless, CTE)

Problem Statements Identifying Demographics Needs

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

Problem Statement 2: Teaching staff is not reflective of the student demographics; with races other than Caucasian needing to be represented in teaching staff. **Root Cause:** Less people are going into education and traditional recruiting efforts are not successful. Additionally, teacher pay is lower than larger school districts.

Student Learning

Student Learning Strengths

- HISD offers a wide variety of curriculum materials to meet the needs of all learners.
- HISD has plenty of intervention staff to service Tier III intervention; both academic and behavior.
- District curriculum leadership is present on campuses and assist teacher teams.

District Processes & Programs

District Processes & Programs Summary

HISD initiatives continue to be: Professional Learning Communities, Fundamental 5 practices, Leader In Me schools, strengthening Tier I instruction and the RtI/MTSS process, developing leaders across the district, and developing the required bilingual program.

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 students in special programs. Staff feel positively about the district's RtI/MTSS procedures, with the exception of behavior RtI/MTSS.

HISD had no teacher vacancies throughout the year. Human Resource Director is attending job fairs at universities and service centers in an attempt to recruit; with emphasis on special programs and bilingual certified 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. All staff was sent a survey from the district level in early spring to gather input specifically to HISD and to design a "mini-conference" for the August 2024 return. Title II funds are used to support this PD plan.

Behavior supports include, but are not limited to: K-6 Behavior Specialist, Classroom Paras that focus on behavior intervention, LSSP staff.

Mental health supports include, but are not limited to: campus counselors, online services for students and staff, LSSP staff, and a district LPC that serves students and staff.

District Processes & Programs Strengths

- Strong foundation in Professional Learning Communities
- Common planning time that is built into the school day
- RtI/MTSS processes that are built into the school day
- New to HISD mentor and New Teacher Academy that supports teachers
- Strong PD plan that includes input from campus leaders and teachers
- Strong behavior support at campus from LSSPs and K-6 Behavior Specialist

Problem Statements Identifying District Processes & Programs Needs

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

Problem Statement 2: Bilingual program K-6 is not implemented. **Root Cause:** Lack of personnel and a plan is needed to begin implementation. Training will be needed on bilingual program instructional techniques.

Perceptions

Perceptions Summary

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

Parents/stakeholders report that the majority of the events they attend are non-academic (58% of respondents). The top 3 topics of interest for stakeholders are: Planning for Post Graduation, Mental Health, Social-Emotional Learning. The top 3 areas to improve to get more attendance are: Better communication about what the event is about, recordings of the meetings, and virtual options.

The top 3 ways that stakeholders access HISD information are: Teacher Apps/Emails (44%), District Newsletters/Emails (27%), and Campus Newsletters (16%).

Perceptions Strengths

- HISD offers a wide variety of events for parents, families, and the community.
- HISD is a welcoming place to attend events.
- HISD events are well organized.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Academic events are not as well attended as Non-Academic events. **Root Cause:** Too many events going on at each campus; at times conflicting times.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Reading and Math Improvement -
Grade 3 : 60% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 75%)
All Grades: 100% of students will show growth in the area of reading and Meets/Masters will rise by 5% for all students at each campus.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Train all K-4 teachers in "Small Group Simulation" Tier 1 and Tier 2. 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: Elementary lead teachers will plan together for each nine weeks with district support. 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 3 Details	Formative Reviews		
Strategy 3: 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	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: District level Reading Coordinator 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 Coordinator	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
Strategy 5: 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 TVAH Coordinator Assessment Coordinator Campus Principals	Formative		
	Oct	Jan	Apr





Strategy 6 Details	Formative Reviews		
Strategy 6: Students in grades K-8 will be screened at least three times per year and data from this screening instrument will be used to target specific skills for students needing intervention. Reading: TxKEA: Kindergarten- BOY, MOY and EOY. TPRI: 1st grade- BOY, MOY and EOY. IReady: 1st-8th, BOY, MOY, and EOY. Math: Stemscores K-2nd - BOY, MOY, EOY. iReady 1st-8th - BOY, MOY, EOY 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 Coordinator	Formative		
	Oct	Jan	Apr
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

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

Performance Objective 2: Performance Objective 3: 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: 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 2 Details	Formative Reviews		
Strategy 2: Enrollment in CTE dual credit coursework will increase by 3% in the 2024-2025 school year and will obtain skills necessary to obtain entry level employment. 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 3 Details	Formative Reviews		
Strategy 3: CTE will develop 5 new business and industry partners in the HISD area by the end of the 2024-2025 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 4 Details	Formative Reviews		
Strategy 4: 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 5 Details	Formative Reviews		
Strategy 5: All incoming high school students will complete a career interest and aptitude assessment, attend a career fair (including Military), and create a high school 4-year plan before completing 8th grade. 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 TVAH Coordinators	Formative		
	Oct	Jan	Apr
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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

Performance Objective 3: Provide services for those students that meet At-Risk criteria that result in them 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. 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: 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 3 Details	Formative Reviews		
Strategy 3: HISD will provide summer programing for credit recovery, 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. 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	Formative		
	Oct	Jan	Apr

Strategy 4 Details	Formative Reviews		
Strategy 4: HISD Support Services administrator 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	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
Strategy 5: Train all PEIMS personnel in the identification of At Risk and McKinney-Vento. Train bus drivers in McKinney-Vento. Strategy's Expected Result/Impact: All students that are eligible will receive the needed supports. Staff Responsible for Monitoring: Director of Federal & Special Programs Director of PEIMS	Formative		
	Oct	Jan	Apr
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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

Performance Objective 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 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
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide extended after school and/or summer learning opportunities that focus on STEAM skills; targeting high achieving students with priority given to those that are of low socioeconomic status. Strategy's Expected Result/Impact: Well Rounded educational opportunities More students scoring in the higher percentiles of state testing Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs GT Coordinator	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 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. 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	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Creation of a Bilingual Advisory Council with representatives from each campus; council will meet at least once per semester. 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	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of RLA teachers have ESL certification. 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	Formative		
	Oct	Jan	Apr
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

Performance Objective 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. 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 at least 1 training for staff working with students in poverty. Strategy's Expected Result/Impact: Increased state assessment scores Staff Responsible for Monitoring: Assistant Superintendent Campus principals	Formative		
	Oct	Jan	Apr
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 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

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
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></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 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

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

Goal 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). 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, Math, Science, and Social Studies teachers will be ESL certified within 3 years. 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 obtain the 30 hour course and maintain the annual HISD 6 hour update. 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
Strategy 5 Details	Formative Reviews		
Strategy 5: Recruit and hire certified bilingual staff to serve the growing bilingual population. Strategy's Expected Result/Impact: implementation of bilingual program; no need to apply for bilingual waiver Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Human Resources Campus Principals	Formative		
	Oct	Jan	Apr
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Performance Objective 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 Coordinator of Student Services	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Consistent implementation of character ed curriculum, PK-12. (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	Formative		
	Oct	Jan	Apr

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide explicit strategies to Behavior Redirectionists for modeling desired behaviors and to deescalate responses of students in order to return or maintain attendance in the classroom . Promote and support implementation of "calming corners" or alternative, but similar areas for decompression/self-regulation opportunities for students into PreK-6 classrooms. Strategy's Expected Result/Impact: Decrease in disruptive behaviors to the classroom Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education Elementary Behavior Specialist Campus Principals	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
Strategy 5: All staff trained on Bullying and Harassment, including new guidance on Title IX protocol, thus decreasing incidences of both. 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: 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
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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

Performance Objective 2: 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, including fentanyl. Tiered level of supports to include education and counseling to students and families. 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><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></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

Strategy 1 Details	Formative Reviews		
Strategy 1: Regular meetings will include at least one district level meeting and one campus level meeting per semester. 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	Formative		
	Oct	Jan	Apr
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 4: 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
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 4: 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

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><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>			

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

Performance Objective 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. 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	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Maintenance/Grounds will collaborate with campus principals and designated campus teams to prioritize needs. 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
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

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

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

Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Use district police officers and local municipalities to ensure that all facilities meet current codes/regulations, including any safety grant projects. Strategy's Expected Result/Impact: No accidents Safe schools Staff Responsible for Monitoring: Superintendent Director of Maintenance Chief of Police Director of Technology	Formative		
	Oct	Jan	Apr
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. 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><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 6: HISD will develop innovative and sustainable infrastructure and network solutions that will serve the needs of our students and staff in a 21st Century learning environment. (Technology)

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Funds will be allocated to ensure each campus continues to have classroom sets of student devices and updated technology. 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 2 Details	Formative Reviews		
Strategy 2: Teachers and digital media specialists 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. Strategy's Expected Result/Impact: Students will be introduced to Google Classroom and online resources from day 1 of instruction. Staff Responsible for Monitoring: Assistant Superintendent Director of Technology Director of Innovation Campus Principals Assessment Coordinator	Formative		
	Oct	Jan	Apr
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 7: 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: Provide quarterly HISD Parent, Family & Community 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: Director of Federal/Special Programs Campus Principals Parent Engagement Liaison	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: 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
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 7: 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: Hold annual Title I parent information night in the fall of 2024, including the distribution of Parent Engagement Policy and the School-Parent Compact. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct parent meetings to discuss transitions to each campus, 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 Increased graduation rates 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: Conduct outreach beyond the school day that engages families and the community: Summer Reading, Literacy Bus, Clothes Closet, Bobcat Blessings, etc. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Director of Federal/Special Programs HISD Parent Liaison	Formative		
	Oct	Jan	Apr

Strategy 4 Details	Formative Reviews		
Strategy 4: Offer services for adult ESL classes at at least one HISD location, including access to materials and childcare to remove barriers. Strategy's Expected Result/Impact: Bilingual engagement Opportunities to better communicate with families Staff Responsible for Monitoring: Director of Federal/Special Programs	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
Strategy 5: Facilitate district parental engagement with the assistance of parent engagement liaison. Parent engagement liaison will oversee at least one engagement opportunity per marking period. Strategy's Expected Result/Impact: Increased social media presence Increased parent participation Staff Responsible for Monitoring: Director of Federal/Special Programs	Formative		
	Oct	Jan	Apr
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div><div></div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,886,519.25

Total FTEs Funded by SCE: 33.55

Brief Description of SCE Services and/or Programs

SCE Funds are allocated towards to following goals: Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement) Goal 3: HISD will strengthen our comprehensive programs related to safety, discipline and culture on all campuses, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture) Goal 5: HISD will foster and create safe, efficient and sustainable learning environments for all students and staff. (Facility and Infrastructure Improvements) Goal 6: HISD will develop innovative and sustainable infrastructure and network solutions that will serve the needs of our students and staff in a 21st Century learning environment. (Technology) Goal 7: HISD will strive to connect and engage with all community stakeholders and foster a culture of transparency and accessibility with all patrons. District Level allocations: \$90,614 At-Risk Student Services Coordinator Materials/Supplies to support district at-risk initiatives 2025 Summer Learning DMAC/LPAC/Translations Personnel for 504 extra duty Campus/Program Allocations: East Elementary - \$324,611 Funds are used for 6.21 FTEs, including academic intervention, behavior intervention, and Pre-K Extra duty pay for 504 duties Supplies and materials to support At Risk students North Elementary - \$348,787 Funds are used for 6.96 FTEs, including academic intervention, behavior intervention, and Pre-K Extra duty pay for 504 duties Supplies and materials to support At Risk students West Elementary - \$359,372 Funds are used for 6.92 FTEs, including academic intervention, behavior intervention, and Pre-K Extra duty pay for 504 duties Supplies and materials to support At Risk students Intermediate - \$243,105 Funds are used for 3.56 FTEs, including academic intervention and behavior intervention- Extra duty pay for 504 duties Supplies and materials to support At Risk students Jr. High - \$235,072 Funds are used for 3.67 FTEs, including academic intervention Extra duty pay for 504 duties 8th Grade Initiative extra duty pay Supplies and materials to support At Risk students High School - \$55,178 Funds are used for 1.12 FTEs, including academic intervention and credit recovery Extra duty pay for 504 duties and dyslexia assessments 9th and 10th Grade Initiative extra duty pay Supplies and materials to support At Risk students DAEP - \$288,539 Funds are used for 4.8 FTEs, including academic intervention, behavior intervention Extra duty pay for DAEP campus facilitators Supplies and materials to support At Risk students

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, Andie	West Behavior	0.48
Arney, Virginia	East RLA	1
Barrett, Doni	DAEP	1
Borrego, Jessica	West PK Teacher	0.5
Bradford, Trisha	East Aide	0.75
Brooks, Clayton	Jr. High Math	0.33
Carroll, Kim	West PK Aide	0.48
Carter, Travis	DAEP	1
Clark, Renee	HHS	1
Cook, Becky	Jr. High Math	0.33

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Covington, Leigh	West Math	1
Dittmar, Mollie	Jr. High Math	0.33
Easley, Debbie	North PK Aide	1
Emerine, Stephanie	Jr. High Math	0.33
Farrell, Jenna	Jr. High Math	0.33
Fitzpatrick, LaShunda	North Behavior	0.48
Goolsby, Mike	DAEP	1
Harris, Madeleine	DAEP Counselor	0.4
Harris, Madeleine	Intermediate Counselor	0.6
Harris, Sharmeca	Student Services	0.85
Horne, Nicole	West PK Teacher	0.5
Huffman, Jennifer	West RLA Teacher	1
Jester, Rocky	Jr. High Math	0.33
Johnson, Anna	Intermediate - Math	1
Jordan, Marlin	Jr. High Math	0.33
King, Laura	North RLA	1
Kuykendall, Brittany	North RLA	1
Lee, Edwin	Intermediate Behavior	0.48
Lewis, Sabrenda	East Behavior	0.48
Lockhart, James	West Behavior	0.48
Madding, Macie	DAEP	1
McMillian, Maggie	Jr. High Math	0.33
McNair, Christy	North Behavior	0.48
mills, Jill	Jr. High Math	0.33
Mitchell, Danny	HHS	0.12
Monroe, Kyren	Intermediate Behavior	0.48
Moral, Monica	West PK Aide	1
Norris, Denise	West Behavior	0.48
Nunnery, Brittani	North PK Aide	1
Peck, Jena	Intermediate RLA	1
Perry, Dierdre	East Behavior	0.48

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rawls, Neely	Jr. High Math	0.33
Sauceda, Alicia	North PK Teacher	0.5
Staggs, Debra	North Math	1
Standley, Brandie	West RLA	1
Swan, janis	East PK Aide	1
Tatman, Christi	East RLA	1
Warbington, Amber	Jr. High Math	0.33
Welch, Amy	East PK Teacher	0.5
Welch, Freida	East Math	1
Whatley, Chris	DAEP	0.4

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Benton, Susie	Teacher	Intermediate	1
Cartwright, Deanna	Teacher	North Elementary	1
Crowley, Nikki	Teacher	West Elementary	1
Davidson, Diana	Parent Liasion	District	1
Freeman, Kacie	Teacher	HHS	.705
Garner, Patricia	Teacher	HHS	.1175
Hall, Kathy	Teacher	Jr. High	1
Henderson, Stephanie	K-8 Reading Specialist	District	1
Hickson, Jana	Instructional Aide	East Elementary	.75
Kernan, Amanda	Teacher	HHS	.3525
McBride, Kristen	Teacher	HHS	.235
Miller, Austin	Teacher	Intermediate	.334
Pitts, Chelsi	Teacher	HHS	.235
Roberts, Jennifer	Teacher	HHS	.1175
Smelley, Kyra	Instructional Aide	North Elementary	1
Suggs, Cheryl	Teacher	East Elementary	1
Taylor, Andrea	Teacher	HHS	.1175

Plan Notes

Final Draft form: June 6, 2024

Board Approved: October 21, 2024

DEIC Subcommittee

Committee Role	Name	Position
Campus Non-Teaching Professional	Stasha McKinney	TVAH Assistant Coordinator
Campus Non-Teaching Professional	Cari Bailey	North Assistant Principal
Campus Non-Teaching Professional	Tiffany Cargill	Intermediate Assistant Principal
Campus Non-Teaching Professional	Rakel Paul	East, Assistant Principal
Campus Non-Teaching Professional	Nicole Williams	Jr. High Dean of Instruction
Campus Non-Teaching Professional	Josh Stewart	West Assistant Principal
Campus Non-Teaching Professional	Amanda Clark	HHS Dean of Instruction
District Non-Teaching Professional	Amy Whittle	Director of Federal/Special Programs

District Education Improvement Committee

Committee Role	Name	Position
Community Member	Jill Myers	Community, Outreach
Campus Non-Teaching Professional	Josh Stewart	West AP
Campus Non-Teaching Professional	Stasha McKinney	TVAH
Classroom Teacher	Karen Porter	HHS
Classroom Teacher	Hannah Miller	TVAH
Classroom Teacher	Kaylyn Batalla	TVAH
Classroom Teacher	Colleen Scott	TVAH
Classroom Teacher	Becca Hicks	TVAH
Classroom Teacher	Jolie Gilley	TVAH
Classroom Teacher	Kelly Smallwood	TVAH
Classroom Teacher	Austin Whitehead	HHS
Classroom Teacher	Mallory Hammons	HHS
Classroom Teacher	Shalem Carr	HHS
Classroom Teacher	Chanel Washington	HHS
Classroom Teacher	Doni Barrett	DAEP
Classroom Teacher	Kristi Hunt	Jr. High
Classroom Teacher	Shay Hicks	Intermediate
Classroom Teacher	Patti Higginbotham	Intermediate
Classroom Teacher	Bethany Lankford	West
Classroom Teacher	Hannah Price	West
Classroom Teacher	Melina Reyes	West
Classroom Teacher	Julie Turner	West
Classroom Teacher	Becky Hendrix	West
Classroom Teacher	Megan Sorgee	North
Classroom Teacher	Maegan Dockery	North
Classroom Teacher	Elisabeth Mobley	North
Classroom Teacher	Alyson Tate	North

Committee Role	Name	Position
Classroom Teacher	Regina Payne	North
Classroom Teacher	Carolyn Pruitt	East
Classroom Teacher	Mahamalea Bliss	East
Classroom Teacher	Darbi Wyatt	East
Classroom Teacher	Becky Meitzen	East
Classroom Teacher	Amber Cobble	East
Classroom Teacher	Alaric Coleman	TVAH
Classroom Teacher	Julie Bennett	TVAH
Classroom Teacher	Hailey Oney	TVAH
Classroom Teacher	Henry Stephen	TVAH
Classroom Teacher	Martha Ruff	Teacher, ESL
Classroom Teacher	Michelle Thompson	Teacher, SpEd
District Non-Teaching Professional	Chris Miller	Director of Safety
District Non-Teaching Professional	Amy Whittle	Chair
District Non-Teaching Professional	Shauna Hittle	Assistant Superintendent
District Non-Teaching Professional	Donese Simmons	LPC
Campus Non-Teaching Professional	Amanda Clark	High School Dean of Instruction
Campus Non-Teaching Professional	Nicole Williams	Jr. High Dean of Instruction
Campus Non-Teaching Professional	Tiffany Cargill	Intermediate Assistant Principal
Campus Non-Teaching Professional	Shar Harris	DAEP/Special Service Coordinator
Campus Non-Teaching Professional	Cari Bailey	North Assistant Principal
Campus Non-Teaching Professional	Rakel Paul	East Assistant Principal
Business Representative, Post Secondary	Jennifer Gillaspie	East Texas Baptist University
Business Representative	Kandi Horn	Business, CTE
Business Representative	Casey Jesse	Business, Local Govt.
Community Representative	Martha Dalby	Community Member
Parent	Lauren Bresch	Parent - Secondary, Special Programs
Parent	Lainey Mock	Parent - Elementary
District-level Professional	Amy Whittle	Chair, ESSA, Special/Federal Programs

Policies, Procedures, and Requirements

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

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

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

Addendums



Appendix- Title I, Part A

2024-2025

Title I, Part A

LEA Plan Requirement	Description of Requirement
Timely and Meaningful Consultation	<p>Hallsville ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found in the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2024-2025 school year, District Committee meetings are scheduled for the following dates: 9/23/24, 2/3/25, and 5/5/25. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments and a summative assessment. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA). The committee will utilize CNA results to create the 2025-2026 District Improvement Plan.</p>
Coordination	<p>Hallsville ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.)</p> <ul style="list-style-type: none">• Title I, Part C• Title II, Part A• Title III, Part A• Title IV, Part A• Individuals with Disabilities Act (IDEA)• Rehabilitation Act of 1973• Carl D. Perkins Career and Technical Education Act of 2006• Head Start Act• McKinney-Vento Homeless Assistance Act• ESSER II & III• SCE <p>Program coordination is attained by ensuring that representatives with extensive knowledge of</p>

	the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.
Challenging State Academic Standards	Hallsville ISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of targeted, small-group intervention instruction, after-school tutorials with TEKS-aligned materials, and paraprofessionals who work with small groups of students.
Periodic Review and Revisions	Hallsville ISD will review and, as necessary, revise the DIP. We have formative evaluations scheduled for October and January and a summative evaluation scheduled for May to evaluate the effectiveness of the plan.
Required Descriptions:	
Description #1: Student Progress Monitoring Supports How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]— <ol style="list-style-type: none"> 1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2. Identifying students who may be at risk for academic failure; 3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. 	<p>Hallsville ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students.</p> <p>Each campus has a committee that meets a minimum of each nine weeks to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and benchmarks. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal.</p> <p>The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKS-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students four days a week. Summer learning opportunities are also provided for students at</p>

	<p>risk of not meeting standards to prepare them for the upcoming school year.</p> <p>Hallsville ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing additional counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.</p>
<p>Description #2: Teacher Quality How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers</p>	<p>Annually, during the spring and summer of each year, Hallsville ISD holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made when inequity is found.</p>
<p>Description #3: School Improvement and Support Activities How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2) if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Targeted Support</p>	<p>Not applicable</p>
<p>Description #4: Measure of Poverty Include the poverty criteria that will be used to select school attendance areas under Section 1113</p>	<p>Hallsville ISD uses a composite of National School Lunch Program (NSLP), Medicaid, and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.</p>
<p>Description #5: Nature of Programs Include the nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local</p>	<p>All of H ISD's campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies</p>

institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs	and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.
Description #6: Services to Homeless Children and Youth Describe the services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act	Hallsville ISD currently serves approximately 405 homeless children and youth. <ol style="list-style-type: none"> 1. Enrollment: The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork. 2. Attendance: The Homeless Liaison assists with placement, enrollment, and application to the National School Lunch Program. The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for necessities and transportation of homeless children and youth. 3. Success: The District provides services to support homeless children and you with school success by having the Homeless Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.
Description #7: Parent and Family Engagement Strategy Include the strategies the LEA will use to implement effective parent and family engagement under Section 1116	Hallsville ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this link to view our District Written PFE Policy for the 2024-2025 school year. It outlines our PFE program and the specific strategies employed to engage parents.
Description #8: Early Childhood Education Programs and Transition Plans If applicable, describe how the LEA will support,	Our preschool classes are located on our Elementary campuses. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The elementary campuses also host a parent

<p>coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs</p>	<p>meeting focusing on Kindergarten Transition. The pre-k classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The pre-k program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten.</p> <p>Pre-k students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-k programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.</p>
<p>Description #9: Identification of Eligible Children Include how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A</p>	<p>Not applicable</p>
<p>Description #10: Middle to High School/ High School to Postsecondary Transitions Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]</p> <ol style="list-style-type: none"> 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills 	<p>Hallsville ISD implements strategies to facilitate effective transitions for students. Transition activities are planned for the following:</p> <ul style="list-style-type: none"> • Elementary to Intermediate (4th to 5th) • Intermediate to Jr. High (6th to 7th) • Jr. High to High School (8th to 9th) • High School to Post Secondary <p>Activities include, but are not limited to:</p> <ul style="list-style-type: none"> • informational night for parents • career pathway day to explore available options in high school • career counselor to explore career options and complete interest surveys to assist students in determining their career interests • meet with core teachers to ease the transition • Campus tours • Dual credit opportunities
<p>Description #11: Discipline Disproportionality Include how the LEA will support efforts to reduce the overuse of discipline practices that</p>	<p>Hallsville ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if</p>

<p>remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students</p>	<p>disproportionalities exist. District-wide, Hallsville ISD has instituted trauma-informed practices and Positive Behavioral Intervention and Supports (PBIS) to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.</p>
<p>Description #12: Coordination and Integration If applicable, include how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]</p> <ol style="list-style-type: none"> 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. Work-based learning opportunities provide students with in-depth interaction with industry professionals, if appropriate. 	<p>Hallsville ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. It provides students with grade-appropriate experiences throughout each school year. Our PK-6 students focus on industry and career awareness through such activities as career days and college visits. Jr. High students explore industries and careers through Interest Inventories, Career Exploration classes, and CTE pathway previews. High School students prepare for and participate in the workforce through job shadowing opportunities with business partners, Industry mentors, and internship opportunities.</p> <p>The district annually evaluates local workforce data to identify trends relating to in-demand, high-wage careers.</p>
<p>Description #13: Other Proposed Uses of Funds Include any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]</p> <ol style="list-style-type: none"> 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. 	<p>Although the district does not utilize Title I funding for the G/T program, the district does have an established program described below. The district does utilize funding to help students develop digital literacy skills.</p> <ol style="list-style-type: none"> 1. Hallsville ISD has an established G/T referral process within the district. Referral testing is available for grades K-11. As part of the regular instructional program and teaching/learning cycle, teachers identify students who have met the standard and provide them with related extension opportunities. K-8 G/T identified students receive instruction through a pull-out program throughout the school year. 2. School libraries are developed and updated annually by purchasing novels and other reading material, both print and digital. The Education Technology Director coaches classroom teachers in the effective use of technology tools and technology strategies that students use for learning, productivity, research, and problem-solving.



Appendix- Title II, Part A

2024-2025

Title II, Part A

Title II Requirement	Description of Requirement
REAP/Transferability	Not applicable
Alignment of Activities to the Challenging State Academic Standards	<p>Hallsville ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the Comprehensive Needs Assessment and ensures that all required stakeholders assist in the creation of the DIP with regard to the needs relevant to Title II, Part A. Expenditures are planned after analyzing student performance on the State academic standards and their progress is monitored throughout the year. These pieces of data along with meaningful input from stakeholders drive the plans for Title II expenditures. Each expenditure is evaluated formatively, twice a year, and summatively, at the end of the school year for effectiveness and is revised as needed based on student progress and need.</p>
Meaningful Consultation	<p>Hallsville ISD District Committee includes all of the required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found in the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2024-2025 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: 9/23/24, 2/3/25, and 5/5/25. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments and a summative assessment. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA). The committee will utilize CNA results to create the 2025-2026 District Improvement Plan in April and May. Professional development effectiveness surveys will be completed by all staff members upon completion of a workshop throughout the year. This information along with staff professional development needs surveys will be taken into account as the committee meets as well. Student performance on the State academic standards (monitored throughout the year) and T-TESS</p>

	evaluation will also be used in determining Title II program needs.
Coordination	<p>Hallsville ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.)</p> <ul style="list-style-type: none"> • Title I, Part C • Title II, Part A • Title III, Part A • Title IV, Part A • Individuals with Disabilities Act (IDEA) • Rehabilitation Act of 1973 • Carl D. Perkins Career and Technical Education Act of 2006 • Head Start Act • McKinney-Vento Homeless Assistance Act • SCE <p>Program coordination with community partners, such as the DSHS, also takes place routinely.</p> <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Title II Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.</p>
Prioritization of Funds	Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's school improvement status and percentage of low-income students. The district maintains a spreadsheet locally with that information as well as the expenditures allocated to each campus to show the alignment of prioritization and campus need, as established by school improvement status and low-income percentage .
System of Professional Growth and Improvement	Hallsville ISD has a district-wide system of Professional Growth and Improvement, including a new teacher academy and mentorship program.
Private Nonprofit School Participation	Not applicable
Evidence-Based Activities	District did not choose to utilize Title II, Part A funding in the Evidence-Based Activities Area of Focus.'



Appendix- Title IV, Part A

2024-2025

Title IV, Part A

Title IV Requirement	Description of Requirement		
REAP/Transferability	Hallsville ISD did not use REAP for Title IV, Part A funds.		
Description of Funded Programs and Activities	<p>Hallsville ISD funds the following programs and activities to support well-rounded education in the following manner:</p> <ul style="list-style-type: none"> • Region 7 Service Center Co-Op for CTE • Leader in Me Training for PK-8 staff • After school activities that align to STEAM goals • Summer activities that align to STEAM goals • Summer literacy activities <p>Hallsville ISD funds the following programs and activities to support safe and healthy students in the following manner:</p> <ul style="list-style-type: none"> • Personnel to support mental and behavioral goals • Region 7 Service Center Co-Op for Safety & Security • Software to support mental and behavioral goals <p>Hallsville ISD funds the following programs and activities to support the effective use of technology in the following manner:</p> <ul style="list-style-type: none"> • Software to support the full implementation of technology skills 		
Program Objectives and Measurable Outcomes and Evaluation of Program Effectiveness	Below are the Program OMOs and Measurable Outcomes selected for the 2024-2025 school year for the Title IV, Part A program (as reported to TEA in the fall submission).		
	Program Objective	Intended Outcome	Content Area
	OMO #1: Hallsville ISD will reduce repeat placements in the HISD Disciplinary Education Alternative	Hallsville ISD repeat placements in DAEP will decrease by 5% as reported on discipline data.	Safe and Healthy Students ▾

	Placement by 5%, with the support of the HISD Licensed Professional Counselor.		
	OMO #2: Hallsville ISD will increase the summer enrichment learning opportunities for the summer of 2025.	Hallsville ISD will offer 4 summer enrichment learning opportunities by August 2025.	Well-Rounded Education ▾
Hallsville ISD will evaluate the progress of these program objectives and intended outcomes three times a year with the required stakeholder committee. These evaluations will be based on data specified within the OMO's to determine the percentage of progress made on each objective and measurable outcome. Based on the findings of the stakeholder committee, the district will report on progress status to TEA by documenting no progress, some progress, or substantial progress. Modifications to the activities will be made if the stakeholder committee and district determines they are necessary at the time of each evaluation. The district will maintain relevant sign-in sheets, meeting agendas, and minutes/notes for all meetings pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs.			

Meaningful Consultation	<p>Hallsville ISD District Committee includes all of the required stakeholder members for Title IV, Part A. A list of committee members and their respective roles can be found in this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2024-2025 school year, District Committee/Title IV, Part A meetings are scheduled for the following dates: 9/23/24, 2/3/25, and 5/5/25 . The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments and a summative assessment. The committee will consult with stakeholders to improve the activities it conducts and also to coordinate implementation with other related activities conducted in the community, as available. The stakeholder committee will also review and determine progress toward the selected program objectives and measurable outcomes for the 24-25 school year. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA). The committee will utilize CNA results to create the 2025-2026 District Improvement Plan. The DIP containing the LEA Program Plan will outline a description of activities funded by Title IV, Part A in the three content areas (well-rounded education, safe and healthy students, and the effective use of technology) as well as the objectives and measurable outcomes determined through consultation with the stakeholder committee. The district will maintain relevant sign-in sheets, meeting agendas, and minutes/notes for all meetings pertaining to the evaluation of effectiveness and improvement in Title IV, Part A-funded activities and/or programs.</p>		
Prioritization of Funds	Prior to planning Title IV, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's needs, percentages of low-income students, school improvement status, and persistently dangerous status. Hallsville ISD has determined that no one campus is of greater need than the others and will serve all campuses with these funds.		

2024-2025 Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG), or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have failed one or more of the state assessments (STAAR), or were granted a EB Postponement, were Absent, Not Tested, or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated EB in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; <u>or</u> For students in grades K-2, who have been retained, or are over age for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Hallsville ISD	Priority for Service (PFS) Action Plan	Filled Out By: Amy Whittle
Region: 7		Date: 8/12/2024

School Year: 2024-2025

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., bilingual, ESL, economically disadvantage).

<u>Goal(s):</u> 100% of eligible migratory, Priority for Service Students will be entered in to the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.	<u>Objective(s):</u> To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Before the end of each month, August 2024-July 2025	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Before 1 st Day of School	MEP contact	PFS report
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters

Hallsville ISD

<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	ongoing	MEP staff	calendars, meeting notes
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
<ul style="list-style-type: none"> The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	ongoing	MEP staff	PFS student review forms
Additional Activities			
<ul style="list-style-type: none"> 			

Amy Whittle

LEA Signature

8/12/2024

Date Completed

Strategy 1: Professional Development Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Hallsville ISD and ESC Migrant Contacts	September, 2024 and April, 2025	District data, plan	Certificate, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan	ESC 7 MEP Advisory Council Workshop	Hallsville ISD and ESC Migrant Contacts	September, 2024 and April, 2025	Action Plan Templates, PowerPoint	Certificate, PFS Action Plan Template and ID&R Action Plan Template

Strategy 2: Identification and Recruitment Process ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families by conducting family surveys during school registration and throughout the year	Hallsville ISD and ESC	Year round	Family survey	TX-NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity	Screening family surveys	Hallsville ISD and ESC	Upon enrollment or identification	Family survey	TX-NGS district reports, completed surveys
	Use Texas New Generation System and Migrant Student Interstate Exchange (TX-NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	TX-NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	Hallsville ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	TX-NGS district reports, completed surveys
Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation

Complete Electronic Certificate of Eligibility (ECOE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	ECOE	Completed ECOE
Review ECOEs	Reviewer reviews ECOE and SDF, returns ECOE and SDF to recruiter if additional information is needed, then submits to Texas New Generation System (TX-NGS) Terminal Site for entry into TX-NGS	Recruiter, Reviewer, TX-NGS data entry personnel	Within 7 days of parent signature	ECOE	Completed ECOE with 2 signatures and TX-NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth	District Migrant Contact, ESC Migrant Department	September 1, 2024- November 1, 2024. For 2 yr old turning 3, on or after 3rd birthday	ECOE, School records	Updated ECOE, parent signature, TX-NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the ECOE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into TX-NGS	ECOE, letter	District's receipt of letter

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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Maintain a strong system of Quality Control	Eligibility Review-Forward ECOEs with more than one comment to ESC for review. Follow protocol for ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of ECOEs to ESC	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2025	TX-NGS forms	Completed TX-NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years	ESC and districts	Ongoing	ECOE's	ECOE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2025	ECOE's, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the ECOE	MEP staff	Ongoing	List of entities	Calendars, agendas, data

Strategy 3: Family and Community Relations and Coordination Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Hallsville ISD	September - October 2024	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Hallsville ISD	November, 2024	Documentation	Completed documentation

Parent Advisory Committee (PAC)	Provide appropriate meeting based on data	ESC and Hallsville ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Hallsville ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form