Hallsville Independent School District

District Improvement Plan

2018-2019

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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hallsville Independent School District is located in the western part of Harrison County some seven miles east of Longview and thirteen miles west of Marshall on U.S. Hwy 80. It covers approximately 188 square miles and is inhabited by more than 18,000 people. Approximately 5,100 students receive educational services from 360 professional educators who work to meet the needs of each child. A total of approximately 680 employees including support staff, bus drivers, food service personnel and maintenance crews work to meet this goal.

Hallsville ISD continues to increase in student enrollment with an average of 2.5% in the district each year.

Students identified as living in a low-socioeconomic status has increased in recent years. Currently HISD has four campuses that qualify for school wide Title I programs with HJH joining this year. The qualifier for Title I programs is 40% or more of the particular campus having low socio economic students (students that receive free/reduced lunch services). Hallsville High will be the only campus that does not qualify for Title services in 2018-2019.

HISD be implementing a 3-12 Virtual School for the 2018-2019 school year and will have approximately 3,750 students beginning the school year in the fall with an expected 4,500 students total by the end of the 2018-2019 school year.

Blackout Week June 2018

What do enrollment numbers indicate for your campus?

Data from October 2016 to October 2017 -- Was 4974, increased to 5077 - 103 student increase

EC- 5 increased by 68 students

6-12 increased by 35 students

What is the number of students in each population? How do these program numbers look by sub-population category?

N. Indian decreased by 29 students, Hispanics increased by 61 students, White increased by 20 students

Asian increased by 2 students, ESL increased by 13 students, African American decreased by 13 students

ECD decreased by 35 students, GT decreased by 10 students, Special Education increased by 28 students

At-Risk increased by 134, Dropout Rate .2 (2015-2016), .2% (2014-2015)

Who are our Migrant students?

5 in 2016-2017, 4 in 2017-2018

What area of the community do the sub-population students come from?

Without the presence of zoning in our community, our students from low-socioeconomic backgrounds are dispersed throughout the district.

What are the staff demographics on your campus?

White - 84.9%, Hispanic - 3.8%, African American - 10.1%, Other - 1.2%

What are the teacher/student ratios? How do these ratios compare to student performance?

14.6

Problem Statements Identifying Demographics Needs

Problem Statement 1: Drop in Low Socio Economic, but know that more students should be identified **Root Cause**: Parents lack of understanding of what is offered, how to qualify, and what is means for a child.

Student Achievement

Student Achievement Summary

In 2016-2017, student achievement was measured in multiple ways.

Locally developed curriculum-based assessment passing standards are at 70% while the state's standards fluctuate. Our students accelerated instruction is based on the higher standard in order for students to continue to achieve at a higher standard.

STAAR End-of-Course (EOC) exams indicate that Hallsville ISD students mastered grade level standards at or above state averages in every tested subject. In the area of English Language Arts, English I 75% of students met the passing standard as well as 76% of English II students. In Mathematics, 91% of Hallsville High School and Junior High students passed the Algebra I EOC. 95% of students met or exceeded the minimum passing requirements on the Biology EOC. And, 95% of students were successful on the US History EOC.7% of HISD students met Level III standard on the English I EOC. 9% met Level III standards on English II. 37% met Level III standards on Algebra 1. In Biology, 33% of students performed at Level III. And, in US History, 37% of Hallsville students earned a Level III. Failure reports and dropout data indicate that HISD students are also successful in grade level courses.

Performance-Based Monitoring Assessment System (PBMAS) data indicate that students in Special Education and ESL were not successful on state assessment at the required level. Specifically, fewer than 70% of our students receiving Special Education services passed the 2016 STAAR in Math, Reading, and Writing in grades 3-8. Fewer than 65% of students receiving Special Education services passed the 2016-17 STAAR Science and Social Studies exams in grades 5 & 8. And, a disproportionate number of students receiving Special Education services were assigned in-school and out-of-school suspension as compared to their peers who do not receive Special Education services. Action steps decided on by the PBMAS Committee included the following:

1) Establish schedules that support students' needs in the classroom and in intervention,

2) Redesign curriculum for Structured Learning classrooms,

3) Conduct training on best practices in co-teach,

4) Update curriculum documents for general education classrooms,

5) Conduct PLC training

6) Conduct an in-depth study of the new Math TEKS

7) Monitor progress of students served through special education services.

Although STAAR scores were favorable for Hallsville ISD when compared to the state, our writing scores district wide are a focal point for improvement this year.

Blackout Week June 2018

List identified priorities based on achievement data disaggregate by sub-population categories.

LEP student progress - especially in math, meets and masters levels are a area of focus

In which areas are we showing growth? At what percentage rate based on your campus data?

Reading - scores grew in the meets category from 35% to 43% overall in 2017-2018.

Which sub-population groups are making progress on your campus? Why?

Economically disadvantaged - At-Risk- A focus on closing achievement gaps and providing intervention strategies when needed through our RTI process.

List intervention strategies/activities that improve student achievement on your campus. Which sub -populations are improving? Why?

"All Star Groups:, Extracurricular activities, Title I parent night, small group instruction, SIOP strategies, GT pull-out, CTE focus, writing, reading, and math intervention focus.

What does your campus data result reflect in the core content areas?

ELA moved up; Math scores have dipped slightly

What are the student mobility rates?

It appears that they continue to rise

What are the student attendance rates by sub-population?

District attendance rates are down as a whole

How are you integrating your Targeted Improvement Plan into your current Campus Improvement Plan and Comprehensive Needs Assessment?

Strategies - Blitz

What instructional supports are in place at your campus to ensure all students succeed and how do they address sub-populations? Administrative supports?

SMART Walks, CPT, Data Meetings, PH, 4 year planning with counselors

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: LEP student progress/numbers (as a district) have declined in the "meets" category and most scores are below the state average. **Root Cause**: The LEP population must be provided prior knowledge/experiences needed to make connections to classroom learning objectives. Classroom teachers need modeling and support to develop meaningful learning experiences that will meed the unique needs of our LEP population.

District Culture and Climate

District Culture and Climate Summary

Hallsville ISD takes measures to ensure safety and security on each of its campuses and in each of its facilities. Processes and procedures are in place among all staff to limit entry to only authorized personnel, students, and visitors, including identification badges for staff, automatic-locking doors, key fobs that can be controlled through a remote site, and cameras in designated locations. Technology is routinely monitored to ensure appropriate use. Drills are conducted for required and elected emergency response scenarios. And, resource officers are located on all campuses. In survey results, students, parents, and staff strongly agreed that their campus was a safe place to learn.

Areas of focus noted were training and intervention strategies for emotionally disturbed, low SES, and high percentage discipline infraction students as well as staff training and collaboratives on best practices and strategies for effective relationship building skills/activities with these students. There is also a concentrated effort on reestablishing HISD's commitment to the PLC process.

Blackout Week June 2018

How do students describe the campus environment in helping to support learning, promoting student achievement, shaping how people think, feel and act?

Majority of comments from surveys are positive.

How does staff describe the campus environment in helping to support learning, promoting student achievements, shaping how people think, feel and act?

Majority of feedback from surveys are positive.

What does your campus data show regarding student behaviors and discipline by sub-populations? How does this compare to classroom student achievement data?

Data shows that behavior concerns are also not achieving in the classroom

Describe strategies/activities utilized to improve your campus culture and climate.

Character ed is part of the curriculum K-5

What does the campus data indicate regarding classroom management to support academic achievement?

Data shows that most classrooms are well-managed. Areas of concern are addressed.

Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.

District-level behavior teams that meet monthly are in the process of being formed.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: High frequency behavior students

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In 2016-2017, Hallsville ISD had an approximate 75% staff retention rate.

Our district provides support for all staff through the implementation of PLC's. We assign new staff members a campus mentor to assist them with learning campus processes and procedures, helping them familiarize themselves with curriculum and assessments and helping them become acclimated to the district. The district provides collaboration meetings each month for new-to-the-profession staff members.

Areas of concern noted were salaries when compared to the state average, insurance premiums and the districts option to cover more costs, training and hiring practices that are intentional for our growing ESL/Bilingual and diverse populations. Training for new employees need a more intentional focus on programs/resources such as Lucy Calkins, Daily 5, I Station, Guided Reading, PLC, running records, ISIP, DMAC, Skyward, DRA and consider possible "how to" videos.

Blackout Week June 2018

What does the general data reflect regarding teacher effectiveness on the campus?

Every area grew, based on data. Teacher effectiveness is evident based on data

How is observation and evaluation data utilized to improve teacher performance resulting in student academic growth?

Use of TTESS data and SMART Walks feed back was given in area that would impact student performance.

What is the district staff attendance and retention percentage rate? How does this impact student achievement?

Hallsville ISD Staff Absences by Campus/Nine Weeks

2017-2018 School Year

CAMPUS	Number of Teachers	Absences 1ST 9 WEEKS	%	Absences 2ND 9 WEEKS	%	Absences 3RD 9 WEEKS	%	Absences 4TH 9 WEEKS	%	Yearly Total Absences	Year %
PRIMARY	6	7	97%	17	93%	13	95%	19	94%	56	95%
EAST	57	70	97%	107	96%	93	96%	110	96%	380	96%
NORTH	54	122	94%	200	95%	127	94%	162	94%	611	93%
INTERMEDIATE	64	129	95%	143	94%	149	94%	193	94%	614	94%
JUNIOR HIGH	91	119	97%	204	94%	170	96%	183	96%	676	96%
HIGH SCHOOL	117	150	97%	145	97%	131	97%	191	97%	617	97%

How is highly effective staff assigned to work with the highest need student sub-population?

Principal evaluates effectiveness at the end of every year year based on data and evaluations.

How is new staff supported to ensure a positive impact on student achievement?

Monthly campus/district meetings. Mentors

What systems are in place to build capacity and support continuous improvement?

Professional Development Plan for district and common planning in weekly meetings.

Describe how campus data is used to determine professional development needs for staff.

Identify areas of need from data.

What types of district professional development has staff attended? How is implementation monitored? What impact has it had on student performance?

Poverty simulation; Focus on writing; Special Education; Walk-throughs and observations; Focus area made progress

What type of campus professional development has staff attended to address sub-populations? How is implementation monitored? What impact has it had on student performance?

Focus on Economically Disadvantaged and Special Education, Training for Special Education teachers (Progress Monitoring). Student performance increased.

How frequently is professional development offered at the district and campus level?

Depends on the identified need.

Describe how district-level departments contribute to improving student academic performance on your campus for this focus area?

ILT Meetings

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Not enough applicants in the pool for job openings **Root Cause**: Offer incentives such as bonuses, or give-aways from local businesses

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research in curriculum design, best practices in instruction, and student performance data are the base of embedded professional development and horizontal and vertical alignment sessions. Hallsville ISD teachers work in collaborative teams to study current performance data and learn the most current practices in their content area. Based on that collaborative work, teacher teams continuously update and improve upon curriculum documents. Classroom walk-throughs are conducted to collect data on instructional trends. The trends identified are utilized to determine short and long-term goals for curriculum, instruction, and assessment.

Professional development in HISD is designed around data collected from student and teacher performance results as well as updates from the Texas Education Agency (TEA) and evidence based best practices in educational research. Professional development that is required through regulatory measures through TEA or federal requirements is also provided within the district or through the Region 7 service center.

Greatest areas of need:

- Writing across the district
- ESL and SPED indicators (PBMAS)
- Reading and Math (Commissioner's Focus)
- Student access to technology

Blackout Week June 2018

How do staff members express high expectations for student achievement? Is the curriculum aligned with the State's challenging academic content standards? How are high expectations set in subjects for w which the State has not established standards? Have teachers participated in a curriculum alignment process?

Alignment vertically

All 3 elementary campuses need more alignment

What instruction materials are used in the school? Are they up-to-date, and do they reflect the State's academic content standards?

Hit or Miss

Lack of training/communication=miss with alignment

Is there scientifically-based research that supports the curriculum and the instructional program being used in the school?

Yes

What assessment instruments, including diagnostic assessments, are routinely used to measure student achievement? What role do teachers play in deciding what assessments will be used to measure student achievement?

Benchmarks

3 week unit assessment

DRA

ISIP

Is instructional technology available to all students? Do teachers integrate technology into teaching?

Based on campus data how are instruction and assessment aligned? How are they aligned to support and challenge student sub-population?

More of a focus on sub groups within PLC.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Many K-8 teachers are not aware of or trained to use available instructional resources. **Root Cause**: Because policies and processes are not in place, there is a lack of communication and alignment of resources have too many resources that are not using with fidelity

Problem Statement 2: LEP student group across most grade levels are performing below state average in reading and math at the level of "meets standard" performance. **Root Cause**: Lack of district aligned philosophy and training on how to instruct LEP students.

Problem Statement 3: Decision making and use of technology is not weighed to student performance goals. **Root Cause**: Lack of district infrastructure,

lack of consistent training of integrating technology in instruction, lack of tech resources.

Parent and Community Engagement

Parent and Community Engagement Summary

Hallsville ISD strives to involve both our families and community in all of our educational endeavors. As a district, we utilize many forms of two-way communication such as Remind101, Skylert, Facebook, and our HISD website. Because we are a large rural community, technology is often an issue at home so we need to make sure we still provide communication via other methods, such as: Newsletters, local news, mail, newspapers, and Bobcat Radio are all other forms of communication used. Face to face meetings occur during Family Nights, Parent Nights, informational meetings, and parent conferences. Our district also works closely with local colleges to offer dual credit classes and our CTE works closely with local businesses through the advisory council to improve relationships and business opportunities for job preparedness. In addition the activities above, HISD is working toward implementing/improving our PTA's and gathering valuable information from BOY, MOY, EOY parent, student, staff surveys.

Areas of concern/need

Consideration of parent liaisons for each campus- parents that have questions on best practices for helping their student can obtain knowledge, ideas, practice strategies, relationship building, and study skills to help facilitate the parent/student relationship. Our ESL/Bilingual populations could also benefit from a similar program created to fit their needs.

According to our beginning of the year survey, timely communication is an issue that we will address, as well as updating our website and returning messages in a timely manner. Most but not all communication, is translated into Spanish; however, we will make a concerted effort to improve upon this as well.

Blackout Week June 2018

What opportunities are provided for families and community members to be involved in meaningful activities that support students' learning?

Meet the Teacher, Parent Conferences, Parent Orientation, Western Days, STAAR information nights, Course Selection, Wax Museum, Math/Science UIL, Elementary UIL, Math/Reading Night

How are families and the community members involved in campus decision-making?

Site-based committees, surveys, parent conferences, Elementary PTA, Booster Clubs

If families speak languages other than English, how does the school communicate in those languages?

Newsletters and Documents in Spanish

What types of services are available to support parents of students in sub-population?

North Elementary after-school ESL reading program, Orientation in Spanish, Summer Reading Program, City/School Reading Program

Describe how teachers effectively communicate with parents (formally and informally) about the academic progress of their children.

Emails, Progress Reports, Report Cards, Parent Conferences, Remind 101, Sky Alerts, DRA progress letters 3 times a year, Special ED IEP Goal Progress, Weekly grades in folders, Skyward and Grade Website, SeeSaw

Are translators and written communications available for families who speak language other than English?

Yes

Describe how parental community involvement strategies are evaluated and revised as needed.

Review of attendance, family feedback, staff feedback

How does the campus maintain Title I Parent Involvement compliance status with School/Parent compact, Parent Involvement Policy, Annual Title I Meeting, and Program Evaluation?

Site-based committee, teacher documentation, leadership team committee, staff training

Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.

Funding and training

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Maintain parental involvement in academics from elementary to secondary as students progress **Root Cause**: Busy family schedules, misconception of maturity of kids

Problem Statement 2: Communicating reminders of events to parents **Root Cause**: Time, lack of parent's reading newsletters

Problem Statement 3: Greeting parents involved in after-school and in-school programs **Root Cause**: Work, child care, after-school activities

District Context and Organization

District Context and Organization Summary

School Context and Organization

HISD will be a district that pursues "Excellence in Education" in the following:

- Professional Learning Community Philosophy
- DEIC and DEIC Subcommittee meetings to analyze, adjust and reflect on CNA/DIP
- Protect Common Planning/Instructional time
- Campus Team Meetings
- DVM (Assistant Principal Collaboration and Training)
- Interventions
  - Academic, Behavior, Data Meeting/Review
- PLC Training/Updates
- Safety
  - Badge Entry
  - Teacher Duty Assignments before and after School
  - Cameras
  - Campus Safety Drills
  - Cert Teams
  - SRO's at each campus medical/emergency plan for staff and students

- Truancy
  - Attendance Incentive Plans
  - Truancy Officer

- Low SES
  - Poverty Simulation Training
  - 8th, 9th and 10th Grade Initiatives
  - Interventions
  - CTE Program
  - HB5-4 Year Planning
  - Attendance Incentive Plans
  - Pre-K/Head start program
  - Backpack Program

- Homeless/Foster programs/services

Areas of concern and focus will continue to be low SES, AA, SPED, and ESL/Bilingual populations and building capacity for evidence based strategies on parent involvement, academic/behavior intervention, and building quality relationships.

Blackout Week June 2018

Campus and district instructional leadership met to receive training, review data, identify areas of strength and weakness, and plan for next steps. This time allowed for coordination and alignment among each campus and department for the 2018-2019 school year.

What does the campus data reflect about classes and schedules for supporting the sub-populations?

High School - class sizes are increasing

How is adequate time devoted to core content areas in which students need improvement?

Master Schedule - built in less transition time

Intervention - tutorial time embedded into the school day

Describe the teacher's role in decision-making and school policies for addressing professional development, student academics and instructional activities.

Survey data

Leadership teams

Describe the teacher's role in deciding what assessments will be used to evaluate individual student.

Teacher designed common assessments given as part of instruction at the end of each unit or about every three weeks

Collaborative time built into the day for teachers to collaborate about common assessments

How does the campus make it easy for stakeholders to be heard and provide input in the decision making process?

SVIT

Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.

DLT/ILT

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Utilize the school day to maximize the instructional time to better meet individual needs of students. **Root Cause**: Have a fixed number of minutes/days per subject required by law. Work around all special programs that receive pull-out services.

Technology

Technology Summary

Technology plays an important role in terms of what and how student learning takes place. In the Hallsville ISD, teachers are encouraged and supported in the use of technology to facilitate methods of teaching that are far more engaging, effective, and efficient than past practices and resources allowed.

Throughout the District, students are not only learning with technology, they are learning about technology. All indications point to our students achieving academic success and becoming skilled digital users in the process. The instructional process is infused with technology in the delivery of curriculum content and instructional practice. District expectations regarding technology are outlined in the Hallsville ISD Technology Plan.

The technology plan identifies strategies to meet local, state, and national technology standards including 21st Century Skills. Instructional fDuring the CNA process staff instructional evidence based technological training, the lack of available technology for all students, and family technology training were listed as barriers for integrating technology in the classroom.

The following were presented as current needs by campus and district leadership during Administrative Blackout Week June 2018

Describe the technology needs of your campus.

Infrastructure to support technology, equipment in all classrooms, curriculum integration, training for all staff and students

Describe your campus vision for instructional technology to improve student academic achievement.

Every student will have access to technology in all classrooms. Students know the roles of teacher and how to apply it to their learning.

What is the technology proficiency for staff and students? How is the campus supporting?

Very low across the district for students and staff. District is discussing and developing long range plans.

List technology professional development available to staff members. How is implementation?

Very little training is available in district. Most staff members go to Region 7 or a conference. District is discussing and developing long range plans.

What impact has it had on student and staff performance?

Limits our students' ability to apply their learning and meet 21st Century Standards

Limits our staffs' ability to integrate technology as called for in their evaluation instrument

In which core content areas is the campus using technology to improve student achievement and how? How does the data support the impact on improving student performance?

Intervention teachers, programs, Languages Other Than English (at high school)

Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.

IMA funds to purchase supplies; Staff development (on-going)

Problem Statements Identifying Technology Needs

Problem Statement 1: HISD graduates need access to technology and opportunities to utilize technology to prepare them to compete globally. **Root Cause**: Funding has made it difficult for our district to remain competitive in technology usage/application.

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: September 13, 2018

Goal 1: Hallsville ISD will recruit, support, and retain staff to optimize student engagement and learning.

Performance Objective 1: HISD will maintain 100% certified staff.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 1) Uncertified hires will complete certification requirements within the first school year.	2.4, 2.5, 2.6	Assistant Superintendent Campus Principals	All staff will be certified by the end of the school year. All students will be taught by a highly qualified teacher.			
Critical Success Factors CSF 1 CSF 7 2) Hallsville representatives will attend job fairs within the Region to identify and recruit certified prospects for the upcoming school year.	2.5	Assistant Superintendent HR Department	Hallsville will be able to recruit highly certified staff earlier.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: Hallsville ISD will recruit, support, and retain staff to optimize student engagement and learning.

Performance Objective 2: Establish and maintain a pay scale that is competitive with school districts in the region.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
Critical Success Factors CSF 1 CSF 7 1) Conduct research on districts within the region regarding pay scales.		Assistant Superintendent	Hallsville will be able to attract and maintain highly certified staff.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Hallsville ISD will recruit, support, and retain staff to optimize student engagement and learning.

Performance Objective 3: Provide quality professional development for teachers, campus administrators, and district administrators that align with priority areas identified through the comprehensive needs assessment and data review.

Evaluation Data Source(s) 3: Survey Data, Principal feedback, Student Achievement data

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 1) HISD will provide PD focusing on identified areas of need for 2018-2019 (PLC processes, reading and math evidenced based practices, Dyslexia assessment and instruction, 504 law, classroom management and administrator evaluation practices (power walks), etc.)	2.4, 2.6	Executive Director of Curriculum & Instruction Director of Federal/ Special Programs Director of Special Education Director of CTE	a) Admin/ Teacher attendance at planned PD sessions. Participation in follow up activities in targeted areas. (Differentiation training, Reading intervention training, Federal/ Special Programs training) b) Implement follow up processes to substantiate the implementation of PD strategies.			
	Funding Sources: 255 - Title II, Part A TPTR - 47605.00, 288 - Title IV - 10000.00					
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 2) HISD will participate in training offered by ESC 7 co-ops and other professional organizations	2.4, 2.6	Executive Director of Curriculum & Instruction Director of Federal/ Special Programs Director of Assessment Director of Special Education Director of CTE	a) Participation in training relevant to HISD campus/district needs/initiatives b) Attendance at workshops, conferences, and other relevant training that align to campus/district needs. c) Regular attendance at relevant PD opportunities provided by ESC 7. (Academic Coop, Admin Coop, Counseling Coop, Digital Learning Coop, & Personnel Coop)			
	Funding Sources: 255 - Title II, Part A TPTR - 52966.00, 199 - General Fund: Special Education (23) - 5500.00					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 1: All students will read on grade level by the end of second grade as measured by the Developmental Reading Assessment II (DRA II).

Evaluation Data Source(s) 1: DRA II

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
Equity Plan Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 1) Train and support 100% of new teachers, and teachers in need of assistance, in grades K-3 in guided reading practices.	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction Campus Principals	Individual student progress monitoring data will reflect increased numbers of students reading on grade level.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 2: At least 65% of all students met grade level or above in Reading as measured by the State of Texas Assessment of Academic Readiness (STAAR) test in grades 3-English II in 2017-2018. 65% of all students will meet grade level or above in 2018-2019.

Evaluation Data Source(s) 2: Percentage in "Meets" performance level on STAAR

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 1) Develop and monitor individualized student intervention plans for any student who did not pass or showed regression from 2017 to 2018 on the STAAR or EOC.	2.4, 2.5, 2.6	Executive Director of Curriculum Campus Principals	Each student will show standards-based growth toward grade level standards on common assessments and district benchmarks.			
Critical Success Factors CSF 1 CSF 2 2) Develop and monitor individualized student success plans for students who showed mastery at the Approaches level on STAAR or EOC in 2018.	2.4, 2.5, 2.6	Executive Director of Curriculum Campus Principals	Each student will show standards-based growth toward grade level standards on common assessments and district benchmarks.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 3: 100% of students will show growth in the area of Reading as measured by I-Station's Indicators of Progress (ISIP) and DRA II for grades K-2 and I-Station's Indicators of Progress (ISIP) and STAAR in grades 3-English II.

Evaluation Data Source(s) 3: ISIP BOY, MOY & EOY Data, DRA II and STAAR "Meets" Performance Category Percentages

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 1) Implement a district-wide dyslexia program/curriculum that identifies and serves our dyslexic student population.	2.4, 2.5, 2.6	Director of Federal/ Special Programs	a) Identification and screening process b) Participation in MTA program			
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Develop and monitor individualized student success plans for students nearing the next performance level.	2.4, 2.5, 2.6	Executive Director of Curriculum Campus Principals	Individual student progress will show an increased number of students showing growth toward grade level performance.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 4: 70% of all students will be on grade level in Math as measured by I-Stations Indicators of Progress (ISIP) and the State of Texas Assessment of Academic Readiness (STAAR) tests in grades 3-Algebra I.

Evaluation Data Source(s) 4: ISIP BOY, MOY & EOY Data & Percentage of students in "Meets" Performance Level category on STAAR

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 1) Train and support K-8 math teachers and interventionists in the implementation of ISIP as universal screener according to the HISD ISIP Implementation Guide.	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction Assessment Coordinator Campus Principals	Campuses will schedule interventions that align with ISIP data.			
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 2) Train and support 4th-8th grade math teachers in content-specific strategies.	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction & Assessment Coordinator Campus Principals	Teachers will apply instructional strategies that align with grade level standards.			
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 3) Conduct vertical alignment in the area of mathematics.	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction	Curriculum documents and instructional strategies will align vertically and horizontally.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 5: 100% of students in 4th through 8th grade will show growth in the area of Math as measured by the State of Texas Assessment of Academic Readiness (STAAR) growth indicator.

Evaluation Data Source(s) 5: STAAR Growth Data

Summative Evaluation 5:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Train and support K-8 math teachers and interventionists in the implementation of ISIP as universal screener according to the HISD ISIP Implementation Guide.	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction Campus Principals	Progress monitoring data will be used to design instruction and intervention supports.			
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Train and support 4th-8th grade math teachers in content-specific strategies.	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction Campus Principals	Instructional strategies and intervention plans will be effectively designed to meet each student's needs based on data.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 6: The number of students requiring remedial courses in reading and math as college freshmen will decrease by 10% as measured by College, Career & Military Readiness Data.

Evaluation Data Source(s) 6: Class of 2019 College, Career & Military Readiness Data

Summative Evaluation 6:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Develop systems for college readiness exam administration.	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction Director of Assessment	The number of students meeting at least one college readiness indicator through SAT will increase.			
Critical Success Factors CSF 1 CSF 2 2) Ensure Texas Success Initiative (TSI) readiness for 100% of students by assessing and intervening systematically.	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction Director of Assessment	An increased number of students will be TSI complete by the time they become seniors in high school.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 7: The number of students achieving "Masters" Level in Reading will increase by 5% in all tested grade levels as measured by the State of Texas Assessment of Academic Readiness (STAAR) test.

Evaluation Data Source(s) 7: Percentage of students in "Masters" Performance Level category on STAAR

Summative Evaluation 7:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Develop and monitor plans that ensure students who scored at the Meets level in 2018 receive targeted instruction based on individual levels of performance.	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction Campus Principals	An increased number of students will perform at the Master's level, which indicates college readiness.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 8: The number of students achieving "Masters" Level in Math will increase by 5% in all tested grade levels as measured by the State of Texas Assessment of Academic Readiness (STAAR) test.

Evaluation Data Source(s) 8: Percentage of students in "Masters" Performance Level category

Summative Evaluation 8:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
Critical Success Factors CSF 1 CSF 2 1) Develop and monitor plans that ensure students who scored at the Meets level in 2018 receive targeted instruction based on individual levels of performance.	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction Campus Principals	An increased number of students will perform at the Master's level, which indicates college readiness.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 9: Student performance at the Meets and Masters level in the area of Writing will increase by 10% as measured by the State of Texas Assessment of Academic Readiness in all tested grade levels.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Continue to train and support Writing teachers in grades 4 & 7 in content-specific topics and strategies. (Year 2 of 3)	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction Campus Principals	Research-based, best practices in Writing instruction will be applied in grades 4 & 7.			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Train and support Writing teachers in grades K-3, 5 & 6 in content-specific topics and strategies. (Year 1 of 2)	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction Campus Principals	Research-based, best practices in Writing instruction will be applied in grade levels that do not test Writing.			
Critical Success Factors CSF 1 CSF 2 CSF 7 3) Research & develop training methods for English I & II English teachers.	2.4, 2.6	Executive Director of Curriculum & Instruction Campus Principals	Research-based, best practices in Writing instruction will be applied in all English I & English II classrooms.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.

Performance Objective 1: 100% of Hallsville High School and Texas Virtual Academy of Hallsville will be prepared for college, career or military as measured by TEA's College, Career & Military Readiness indicators.

Evaluation Data Source(s) 1: College, Career & Military Readiness Data

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) 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.	2.4, 2.5, 2.6	Special Education Director	Variety in student transition plans linked to identified student strengths			
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 2) Increase job site options in the community for 18+ Program	2.4, 2.5, 2.6	Special Education Director	Increase job site options by 2 additional job sites			
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 3) All students enrolled in a CTE course will obtain skills necessary to obtain entry level employment.	2.4, 2.5, 2.6	CTE Director	A) Curriculum documents will address specific college/career readiness TEKS to obtain entry level employment. Curriculum documents will include educational college/business field experiences. Examples: internships, off-campus visits, guest speakers, HHS College Day, online college/job applications B) End of year survey results			

PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 4) All 8th grade students will attend Career Inspire (student career fair) sponsored by Longview Chamber of Commerce.	2.4, 2.5, 2.6	CTE Director	a) Attendance at Career Fair b) Survey results c) Four year plans d) Endorsement selection			
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 5) Enrollment in CTE dual credit coursework will increase by 5% in the 2018-2019 school year.	2.4, 2.5, 2.6	CTE Director	Total enrollment figures for 2018-2019			
	Funding Sources: 199 - General Fund: CTE (22) - 50000.00					
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 6) The percentage of students receiving CTE certifications (includes local, state , and federal certifications) will increase from 25% in 2017-2018 to 30% in 2018-2019. (SC3001 goal)	2.4, 2.5, 2.6	CTE Director	a) Number of certifications obtained in the 2018-2019 school year will increase 5%. b) Curriculum documents will reflect an increased focus on federal and state approved certifications.			
	Funding Sources: 199 - General Fund: CTE (22) - 15000.00					
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 7) All students enrolled in a CTE course will be exposed to ACT/SAT/TSI vocabulary words.	2.4, 2.5, 2.6	CTE Director	A) CTE curriculum documents will include weekly activities to support ACT/SAT/TSI scores B) Improvement in ACT/SAT/TSI scores.			
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 8) CTE Advisory Council will be used to evaluate the effectiveness of CTE course offerings, curriculum, and equipment to ensure that industry standards are being met. Develop 5 new business and industry partners in the Longview area by the end of the 2018-2019 school year.	2.4, 2.5, 2.6	CTE Director	Program evaluation results			

PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 9) All students will complete a career interest assessment before completing 8th grade.	2.4, 2.5, 2.6	CTE Director	A) Lesson plans for College and Career Readiness and Touch Systems will reflect career assessment activities using Xello/Career Cruising (online assessment tool). B) Interest survey results			
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 10) All 8th grade students will develop a four year plan of study before entering high school.	2.4, 2.5, 2.6	CTE Director	A) Touch Systems lesson plans will reflect high school planning activities that will include developing a four year plan of study. B) Completed four year plan of study accessible in Eduthings. C) Review on a yearly basis.			
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 11) Conduct quarterly CCMR Data Meetings for all seniors.	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction	Targeted plans for students who have not yet become college, career or military ready will ensure that 100% of students will satisfy at least one CCMR indicator			
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 4 CSF 6 12) Integrate CCMR goal setting into the Four Year Planning Process.	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction	Every student will identify two possible pathways to college, career or military readiness.			
13) Implement intensive coursework for SAT/ACT test prep curriculum to be delivered during the school day to improve student performance.	2.4, 2.6	Assessment Coordinator	Improved results of ACT/SAT/PSAT exams.			
	Funding Sources: 199 - General Fund: High School Allotment (31) - 400000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.

Performance Objective 2: Evidence of technology integration in the classroom will increase by 10% from the first T-TESS Window to the last as evidenced by T-TESS data.

Evaluation Data Source(s) 2: T-TESS data

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
1) DLT/ILT will be working on a plan for 2019-2020 to increase technology on campuses; device updates and usage, etc. and training for teachers	2.5	Superintendent Assistant Superintendent Executive Director of Curriculum & Instruction Technology Director	A long term plan to address the need of students and teachers in the area of technology integration.			
2) As the 2019-2020 plan is being developed administrators will continue to assess technology integration as specified through the T-TESS rubric.	2.5	Campus Principals	A continue emphasis on the importance of real world technology application through instructional delivery			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.

Performance Objective 3: Science, Technology, Engineering & Math (STEM) Instruction will be evident in 100% of science classrooms in 1st-8th grade through the implementation of Stemscopes resources as measured by common planning documents, lesson plan documents, and Power Walk and T-TESS Observation Data.

Evaluation Data Source(s) 3: Common planning documents, lesson plans, Power Walk Data, TTESS Observation Data, student products

Summative Evaluation 3:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
1) Implement a district wide GT program/curriculum that identifies and serves our GT student population.	2.4, 2.5, 2.6	GT Coordinator Federal/ Special Programs Director Executive Director of Curriculum & Instruction	a) Identification and screening process b) Participation in GT pullout/push in program c) Ensure GT teachers have annual or initial GT updates/ training.	✓	✓	✓
	Funding Sources: 199 - General Fund: GT (21) - 84323.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 2) Provide Stemscopes training and support to 3rd through 8th grade science teachers.	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction	Teachers will implement Stemscopes with fidelity.	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.

Performance Objective 4: Average daily attendance will be 97% or higher each six weeks according to the PEIMS submission time line.

Evaluation Data Source(s) 4: PEIMS Attendance Data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
1) Develop a system to ensure that each campus designs and implements improvement plan strategies to increase student attendance.		PEIMS Director Principals	a) Increased campus focus on improving student attendance. b) Improved student attendance rate when compared to 2017-2018			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.

Performance Objective 5: Teacher attendance will be at least 3% higher each six weeks as compared to 2017-2018 using 2017-2018 and 2018-2019 PEIMS submission data.

Evaluation Data Source(s) 5: PEIMS Data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 1) Each campus will develop campus-wide systems for reinforcing and sustaining high levels of teacher attendance. Plans will include educating teachers on the impact missed instructional time has on student success.	2.4, 2.5, 2.6	Campus Principals	An improved focus on staff attendance and an improvement in staff attendance percentages.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: Student achievement and campus and district outcomes will improve in identified areas.

Performance Objective 1: The number of students classified as exhibiting persistent misbehavior will decrease by 10%.

Evaluation Data Source(s) 1: Number of students with more than five office referrals as compared to 2017-2018

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
1) Develop a district-wide Behavior RTI Plan.	2.6	Executive Director of Curriculum & Instruction	Students in need of behavior supports will be identified early based on behavioral data and collaborative problem solving processes. Research-based behavioral supports will be strategically planned and applied.			
2) Junior High and High School campuses will conduct an intervention mentoring program (GI) for identified students at the 8th, 9th, and 10th grade levels.	2.6	Executive Director of Curriculum & Instruction Federal Programs Director Campus Principals	a) Build quality relationships with students experiencing difficulty in school b) Provide strategies, communication outlets, and social skills necessary to be successful and deescalate potentially volatile situations. c) Sign in sheets, agendas, lesson plans, etc. from meetings d) Prevent drop outs			
	Funding Sources: 199 - General Fund: SCE (24/30) - 13500.00					
3) Provide a Discipline Alternative Education Program (DAEP).		Assistant Superintendent High School Principal DAEP Coordinator/Lead Teacher	a) Lower percentage of recidivism b) Proper intake/outtake meetings c) Goal setting meetings and review while in DAEP setting			
	Funding Sources: 199 - General Fund: SCE (24/30) - 84950.00					
Critical Success Factors CSF 6 4) Research and identify a Tier 1 & Tier 2 character ed curriculum. (Social/Emotional Learning-ESSA)		Executive Director of Curriculum & Instruction	A guaranteed and viable character ed curriculum for Tier 1 and small group instruction for Tier 2 will be identified for 2019-220.			
5) Provide on-site Crisis Prevention & Intervention (CPI) training		Executive Director of Curriculum & Instruction Special Education Director	Identified campus and district staff will receive CPI training from 2 HISD CPI trainers.			

6) Increase and align training and support provided for Behavior Assistants.		Special Education Director Executive Director of Curriculum & Instruction District Behavior Specialists	Research-based strategies for behavior intervention and redirection will be applied consistently at all campuses.			
7) Licensed Specialists in School Psychology (LSSP) staff will focus on campus behavioral needs in lieu of serving as case managers.		Special Education Director LSSP Staff Campus Special Education Staff	Decrease office referrals by 10%			
8) A Behavior Specialist position will be added to support the development of the Behavior RtI Process and to provide counseling services to students.	2.6	Executive Director of Curriculum & Instruction	Students identified as needing behavioral supports will receive targeted and individualized supports based on research-based best practices.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: Student achievement and campus and district outcomes will improve in identified areas.

Performance Objective 2: The number of EL students achieving "Meets" Level in Reading will increase by 5% in all tested grade levels as measured by the State of Texas Assessment of Academic Readiness (STAAR) test.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 4 CSF 5 1) HISD will join into an SSA with ESC 7 to provide support for all students qualifying for Title I, Part C (migrant) and Title III, Part A (ELA) services.	2.6	Director of Federal/ Special Programs	a) Meet the needs of our EL and migrant student populations through continuous communication and provide basic supplies and materials when needed.			
	Funding Sources: 212 - Title I, Part C - Migrant - 13315.00, 263 - Title III, Part A - 19171.00					
PBMAS **Critical Success Factors** CSF 7 2) HISD will provide stipends to ESL certified staff utilizing their certification to serve EL students.	2.6	Assistant Superintendent Human Resources Department	1) Research and share ESL activities that correlate to ELPS with teachers and ESL campus coordinator (vocabulary activities/hands-on activities) that can be used in all subject areas and cover all language domains. 2) Incorporate the 4 language domains into daily activities (R, W, L, and S). 3) Collect writing samples from EL students throughout the school year. 4) Ensure documents to be sent home are translated into Spanish and parents are aware of resources available. 5) Provide writing topics for TELPAS writing collections. 6) Conduct writing TELPAS rating (ELAR only). 7) Participate in district ESL training, meetings, and planning sessions. 8) Pre-teach vocabulary.			
	Funding Sources: 199 - General Fund: Bilingual (25) - 0.00					

PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 7 3) ESL Campus coordinators and ESL teachers will meet consistently to research, plan and implement EL needs and best practices.	2.4, 2.5, 2.6	Director of Federal/ Special Programs Campus Principals	a)ESL campus coordinators will have a PLC meeting every six weeks to discuss needs, evidence based practices and strategies, etc. b) ESL campus coordinators will have a PLC monthly meeting with ESL teachers to discuss needs, evidence based practices and strategies, etc.			
	Funding Sources: 199 - General Fund: Bilingual (25) - 15790.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: Student achievement and campus and district outcomes will improve in identified areas.

Performance Objective 3: Increase performance of students receiving special education services by 10% in reading and math as measured by the STAAR and STAAR EOC.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Increase special ed teacher knowledge of research-based strategies to differentiate instruction.	2.4, 2.5, 2.6	Special Education Director Executive Director of Curriculum & Instruction	Teacher feedback on confidence levels, Classroom Walk-through Data & individual student progress data			
PBMAS **Critical Success Factors** CSF 1 CSF 7 2) Increase special ed department staff's knowledge of how specific achievement and cognitive deficits affect individual student learning.		Special Education Director	ARD committee decisions showing specific links between agreed upon IEP and assessment (FIE) results)			
PBMAS **Critical Success Factors** CSF 1 3) Continue to support our co-teach model through training both general education and special education teachers assigned to inclusion classrooms through the co-teach model.		Special Education Director	a) Teacher attendance at planned PD sessions. Participation in follow up activities in targeted areas. b) Continued use of co-teach strategies in all inclusion classes as evidenced by walk-through data.			
	Funding Sources: 224 - IDEA-B Formula - 160000.00					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: Hallsville ISD will comply with all local, state, and federal guidelines, rules and laws.

Performance Objective 1: 100% of Homeless , Foster Care, and Pregnancy Related service students will receive appropriate services based on requirements and needs.

Evaluation Data Source(s) 1: Homeless Policies and Procedures
Foster Care Policies and Procedures
Pregnancy Related Services Policies and procedures

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Provide services such as transportation, supplies, school fees, and free/reduced lunch services for homeless/foster students.		Director of Federal programs Campus Principals	a) All homeless/foster will be identified and receive services b) Provide a family outreach resource list with established community/HISD partnerships.			
	Funding Sources: 211 - Title I, Part A - 500.00, 199 - General Fund: SCE (24/30) - 200.00					
2) Provide services to students in need of pregnancy related services.		Director of Special Education	a) Compliance with all pregnancy related services guidelines. b) Home bound teacher's schedule for students receiving services			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: Hallsville ISD will comply with all local, state, and federal guidelines, rules and laws.

Performance Objective 2: 100% of parent activities will intentionally be designed to meet the needs of a diverse, non-traditional population with a minimum of two per year at each campus designated as Title I. (Parent Involvement Compacts will be reviewed during the first parent involvement meeting)

Evaluation Data Source(s) 2: Agendas from Parent Nights, SBDM meetings that assess and adjust Parent Involvement Plans, DEIC agendas, etc.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
1) HISD and Title I campuses will develop and distribute Parent and Family Engagement plans/ policies during Title I Parent meetings, site based decision making meetings, PTA/PTO meetings, etc.	3.1, 3.2	Director of Federal Programs Title I Campus Principals	Parent involvement in the process of developing plan.			
	Funding Sources: 211 - Title I, Part A - 8000.00					
2) HISD and Title I campuses will post the Parent and Family Engagement plan to the district and campus website in a uniform and understandable format.	3.1, 3.2	Director of Federal Programs Title I Campus Principals	Multiple sources to acquire information regarding the district/ campuses plans for parental and family engagement.			
3) Provide a HISD Summer Library Camp- Serve HISD students and parents in an effort to encourage reading and parent/child/school partnerships during the summer break.	2.4, 2.5, 2.6, 3.2	Director of Federal Programs, HISD Summer Librarian	HISD Summer Library Camp a) Give parents and students a place to connect within the district during summer break b) Encourage reading C) Reduce the amount of reading regression experienced during summer break			
	Funding Sources: 211 - Title I, Part A - 1725.00					
4) Provide transitional services to students as they move from one campus to another (transitions from Pre-K/Head start to elementary and Junior High to High School).	3.2	Executive Director of Curriculum & Instruction Director of Special Programs Director of Special Education Campus Principals	a) Documentation of staff transition meetings b) Schedule of campus tours			
5) Continue to provide a variety of opportunities and times for parent participation, such as: Conferences, Campus meetings, SBDM, DEIC, Parent Surveys, PTA's, Athletic Events, VIPS Program, Red Ribbon Week Events, Mentors, etc.	3.1	Campus Principals	100% of parents will have the opportunity to participate in school events.			

6) Conduct collaborative planning sessions with parents, staff and private school officials (as necessary) concerning use of Federal Title funds as applicable. (DEIC/DEIC subcommittees)	3.1	Director of Federal programs Principals of Title I schools	a) Attendance and participation at planning sessions. b.) Documentation of media posting. c) Dates and sign in sheets from the meetings of SVIT and DEIC d) areas covered but not limited to: *CNA *DIP/CIP's *Texas Equity Toolkit *PBMAS indicators *Parent and Family Involvement Plan			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: Hallsville ISD will comply with all local, state, and federal guidelines, rules and laws.

Performance Objective 3: Utilize data, interventionist, supplies and materials needed for intervention, etc. to reduce the disparity in performance gaps between sub populations, at risk, etc. students by targeted interventions to increase student performance and reduce the risk of these identified (at risk) students from dropping out of school.

Evaluation Data Source(s) 3: BOY, MOY, EOY diagnostics information to assess growth, etc.

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
1) Title I campuses will assess and identify students in need of math/reading intervention and provide intervention instruction to close performance gaps as measured by BOY, MOY, EOY diagnostics data. (The percentage of low socioeconomic students who met grade level standards in 2017-2018 will increase from 43% to 50% by May 16, 2019-SC 3001 goal)	2.4, 2.5, 2.6	Executive Director of Curriculum & Instruction Director of Special Programs Campus Principals	a) Improvement in the areas of closing the performance gaps for students in need of intervention. b) Improved reading performance for low socioeconomic students.			
	Funding Sources: 211 - Title I, Part A - 616045.00, 288 - Title IV - 17232.00					
2) K-12 Reading/ Math Intervention staff will implement online intervention support programs with fidelity for their respective programs serving identified at- risk students through district RTI processes and procedures.	2.6	Executive Director of Curriculum & Instruction Campus Principals	Improvement in the areas of closing the performance gaps for students meeting the qualifications for at risk.			
	Funding Sources: 199 - General Fund: SCE (24/30) - 1198532.00					
3) Provide a district wide summer school program for students identified as needing remediation in regards to graduation, STAAR, EOC's, and reading remediation identified at each elementary,etc.	2.4	Campus Principals Summer School staff	a) Improve performance on STAAR,EOC, etc exams b) Completion of course work			
	Funding Sources: 199 - General Fund: SCE (24/30) - 76937.00					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: Hallsville ISD will comply with all local, state, and federal guidelines, rules and laws.

Performance Objective 4: Comply with 100% of Special Education time line requirements.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
1) Special Education Assessment Staff will attend legal updates annually.		Special Education Director	100% compliance with federal time lines			
2) Maintain weekly documentation of referrals, new students to the district, and additional assessment time lines.		Director of Special Education	100% compliance with federal time lines			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: Hallsville ISD will comply with all local, state, and federal guidelines, rules and laws.

Performance Objective 5: At least 90% of students and staff will report feeling safe at school through survey data.

Evaluation Data Source(s) 5: Annual staff and student survey.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
1) Meet district School Health Advisory Committee goals and objectives.		Assistant Superintendent Campus Principals Coordinator of Nurses	a) School Health Advisory Committee informational report to Board of Trustees.			
2) Provide lessons addressing suicide prevention, bullying warning signs, resources, and strategies.		Executive Director of Curriculum & Instruction General Education Behavioral Specialist Campus Principals	a) List of lessons provided, documentation of delivery of lessons on campuses. b) Increase awareness of issues related to suicide and bullying by staff and students through designated awareness campaigns.			
3) Provide lessons addressing drug awareness, character education and violence prevention.		Assistant Superintendent Campus Principals District DARE Officer	a) List of lessons provided, documentation of delivery of lessons to campuses. b) Reduction in the number of discipline referrals related to drugs/alcohol. c) Reduction in number of discipline referrals related to fighting. d) Increase awareness of issues related to drugs and violence prevention through designated awareness campaigns.			
4) As part of the safety initiative, HISD will begin to conduct a selection/ training process for the 2019-2020 guardian program.		Superintendent Assistant Superintendent HISD Police Chief	Guardian program application and screening process, psychological evaluations conducted and program implementation ready for 2019-2020			
	Funding Sources: 288 - Title IV - 15000.00					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

DEIC Sub Committee

Committee Role	Name	Position
Administrator	Jason Black	Dir Of Fed Programs
Administrator	Shannon Black	AP Int
Administrator	Hannah Brooks	Academic Dean
Administrator	Tracy Conway	AP North
Classroom Teacher	Deke Dillard	
Administrator	Clayton Farrell	AP JH
Classroom Teacher	Lindsey Harkey	SPED
Administrator	Stephanie Henderson	Academic Dean
Paraprofessional	Diane Hicks	Administrative Assistant
Classroom Teacher	Mallory Jackson	
Classroom Teacher	Becky Meitzen	
Administrator	Courtney Thomas	AP East
Administrator	John Thompson	AP HS
Administrator	Ashley Zucosky	

District Funding Summary

199 - General Fund: GT (21)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	1	GT Coordinator and supplies and materials associated with GT instruction, and staff training		$84,323.00
				Sub-Total	$84,323.00
				Budgeted Fund Source Amount	$84,323.00
				+/- Difference	$0

199 - General Fund: CTE (22)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	5			$50,000.00
3	1	6			$15,000.00
				Sub-Total	$65,000.00
				Budgeted Fund Source Amount	$65,000.00
				+/- Difference	$0

199 - General Fund: Special Education (23)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	ESC 7 and other professional training		$5,500.00
				Sub-Total	$5,500.00
				Budgeted Fund Source Amount	$5,500.00
				+/- Difference	$0

199 - General Fund: SCE (24/30)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	2	GI stipends for staff providing intervention mentoring		$13,500.00
4	1	3	DAEP Staff and materials		$84,950.00
5	1	1	Services for Homeless students		$200.00

5	3	2	Interventionist, dyslexia services, materials related to interventions, etc.		$1,198,532.00
5	3	3	Staff, materials and supplies needed for summer school		$76,937.00
				Sub-Total	$1,374,119.00
				Budgeted Fund Source Amount	$1,448,468.00
				+/- Difference	$74,349.00

199 - General Fund: Bilingual (25)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	Bilingual Pic??		$0.00
4	2	3	Supplies & materials associated with ESL teachers		$15,790.00
				Sub-Total	$15,790.00
				Budgeted Fund Source Amount	$15,790.00
				+/- Difference	$0

199 - General Fund: High School Allotment (31)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	13			$400,000.00
				Sub-Total	$400,000.00
				Budgeted Fund Source Amount	$400,000.00
				+/- Difference	$0

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Services for Homeless students		$500.00
5	2	1	Parent Involvement books, flyers, etc.		$8,000.00
5	2	3	Summer Library Staff		$1,725.00
5	3	1	Interventionist, Communities in Schools, materials related to interventions, etc.		$616,045.00
				Sub-Total	$626,270.00
				Budgeted Fund Source Amount	$626,270.00

				+/- Difference	$0
212 - Title I, Part C - Migrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	1	Migrant SSA w/ Region 7		$13,315.00
				Sub-Total	$13,315.00
				Budgeted Fund Source Amount	$13,315.00
				+/- Difference	$0
255 - Title II, Part A TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Training and materials related to -PLC processes, reading and math evidenced based practices, Dyslexia assessment and instruction, 504 law, classroom management and administrator evaluation practices, etc.		$47,605.00
1	3	2	ESC 7 Training		$52,966.00
				Sub-Total	$100,571.00
				Budgeted Fund Source Amount	$100,571.00
				+/- Difference	$0
263 - Title III, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	1	ELA SSA w/ Region 7		$19,171.00
				Sub-Total	$19,171.00
				Budgeted Fund Source Amount	$19,171.00
				+/- Difference	$0
288 - Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Training and materials related to -PLC processes, reading and math evidenced based practices, Dyslexia assessment and instruction, 504 law, classroom management and administrator evaluation practices, etc		$10,000.00

5	3	1	Interventionist, Communities in Schools, materials related to interventions, etc.		$17,232.00
5	5	4	Training and evaluation costs		$15,000.00
				Sub-Total	$42,232.00
				Budgeted Fund Source Amount	$42,232.00
				+/- Difference	$0
224 - IDEA-B Formula					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	3	3			$160,000.00
				Sub-Total	$160,000.00
				Budgeted Fund Source Amount	$160,000.00
				+/- Difference	$0
				Grand Total	$2,906,291.00

Addendums

2018-2019 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)	• Who have made a qualifying move within the previous 1-year period; AND • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP 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	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • 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: Jason Black
Region: 7	School Year: 2018 - 2019	Date:9/18/19

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 disadvantaged).*

Goal(s):	Objective(s):
100% of eligible migratory, Priority For Service Students will be entered in to the NGS data system by the 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.	To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run 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 2018-July 2019	NGS Specialist	PFS tracking report
▪ 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 1st Day of School	MEP contact	PFS report
Additional Activities			
▪			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ 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
▪ 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
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make	ongoing	MEP staff	calendars, meeting notes

individualized home and /or community visits to update parents on the academic progress of their children.			
Additional Activities			
▪			
Provide services to PFS migrant students.			
▪ 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
▪ 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
▪ 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			
▪			

J. Blood
LEA Signature

9-18-19
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 Identfication 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	HISD and ESC Migrant Contacts	September, 2018 and April, 2019	District data, plan	Certificate, Needs Assessment Plan, 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	HISD and ESC Migrant Contacts	September, 2018 and April, 2019	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, 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.	HISD and ESC	Year round	Family survey	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	HISD and ESC	Upon enrollment or identfication	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identfication	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	HISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys
Required Activity	**Method**	**Responsible Staff**	**Estimated Time Frame**	**Materials**	**Method of Evaluation**

Complete Certificate of Eligibility (COE)	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	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additonal information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 7 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the curent 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, 2018-November 1, 2018. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

Required Activity	**Method**	**Responsible Staff**	**Estimated Time Frame**	**Materials**	**Method of Evaluation**

Maintain a strong system of Quality Control	Eligibilty Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs 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, 2019	NGS forms	Completed 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	COEs	COE 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, 2019	COEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation

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 COE.	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 questionaire	ESC and Districts	September - October 2018	Questionaire and listserv	Completed questionaire
	Gather data	ESC and Districts	November, 2018	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Districts	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 Districts	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

District Parental Involvement Policy
2018-2019

The Title I Parental Involvement Section 1116 of the ESSA requires the the LEA and each Title I school to jointly develop with and distribute to parents of participating children, a written parental involvement policy. The purpose of Title I is to provide activities and services which support students in meeting the state's academic standards. Schools receiving Title I, Part A funds must implement programs and activities for the involvement of parents. In order to build a dynamic home-school partnership, HISD will implement the following parental involvement activities:

Purpose	Activities/Strategies	Timeline
Parental Involvement Policy Requirements		
The school will involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA.	• Campuses will review parent Involvement Plan and Involve Parents(DEIC/ Campus SBDM) • Campus Title I Family Nights including Compact and parent Involvement policy review	Utilize Campus Timelines
The school will distribute to parents of participating children and the local community, the School Parental Involvement Policy.	• Registration • Posted to Website after Board approval of DIP • Distribution of Parent Compacts (Title I Parent Night Meetings)	Utilize Campus Timelines
The school will convene an annual meeting to inform parents of the following:		

The school will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.	Campus Level: • Title I info at registration, • STAAR brochure given at Title I Parent Night - • HISD/ Campus website info • School/ Student report cards	Utilize Campus Timelines
Building Capacity for Involvement		
The school will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.	• Family Nights • PTA/ PTO's • HISD Summer Library Camp • Elementary Summer Reading camp • Staff/ Parent / Student Surveys	Utilize Campus Timelines
The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.	Campus Level: • Monthly newsletters • Fall and Spring Family nights • (Parent Resource info)	Utilize Campus Timelines
The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.	• Monthly Newsletters • Faculty meetings • Title I campuses will conduct a • Website info on how to serve	Utilize Campus Timelines

The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.	Campus Level: • Monthly Newsletter • HISD/ Campus Website • Fall Parent Nights • Ensure plans are translated and in a uniform format	Utilize Campus Timelines
The School Parental Involvement Policy may include additional discretionary activities that the school, in consultation with its parents, choose to undertake to build parents' capacity for involvement in the school to support their children's academic achievement.	**<u>In planning discussion phases for 2019-2020</u>** • Utilize HS FB & BB games to promote PTA/PTO's, parent opportunities, important updates, etc. • Reach out to local businesses to provide incentives/ donations for students parents in free/ reduced situations whose students are showing growth, etc. • Discuss one time a 9 weeks Saturday opportunities for our parents to participate and attend school meetings, etc. • Parent google classroom w/ videos • District App • Possible FASFA Night	In planning phases

Póliza de participación de los padres del distrito 2018-2019

La Sección 1116 de Participación de los Padres del Título I de la ESSA requiere que la LEA y cada escuela de Título I desarrolle conjuntamente y distribuya a los padres de los niños participantes, una póliza escrita de participación de los padres. El propósito del Título I para proveer actividades y servicios que ayuden a los estudiantes a cumplir con los estándares académicos del estado. Las escuelas que reciben fondos del Título I, Parte A deben implementar programas y actividades para la participación de los padres. Para construir una sociedad dinámica entre el hogar y la escuela, HISD implementará las siguientes actividades de participación de los padres:

Proposito	***Actividades/Estrategias***	***Timeline***
Requisitos de la póliza participación de los padres		
La escuela involucra a los padres en el desarrollo conjunto y el acuerdo conjunto de su Póliza de participación de los padres en la escuela y su plan escolar, si corresponde, de una manera organizada, continua y oportuna bajo sección 1118(b) de la ESEA.	• Los campus revisarán el Plan de participación de padres e Involucrar a los padres (DEIC / Campus SBDM) • Noches familiares del Título I del campus, incluye la revisión de la póliza de participación y participación de los padres	Utilizar Campus líneas de tiempo
La escuela distribuirá a los padres de los niños participantes y a la comunidad local, la Póliza de participación de los padres en la escuela.	• Registracion • Publicado en el sitio web después de la aprobación de la Junta de DIP • Distribución de compactos de padres (Reuniones de noche de padres de Título I)	Utilizar Campus líneas de tiempo
La escuela convocará una reunión anual para informar a los padres de lo siguiente:		

La escuela provee a los padres de los niños participantes una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que los estudiantes alcancen.	Nivel del campus: • Información de Título I en el registro, • STAAR folleto presentado en Title I Parent Night - • HISD/ Campus informacion sitio • Boleta de calificaciones de la escuela / estudiante	Utilizar Campus Líneas de tiempo
Building Capacity for Involvement		
La escuela desarrollará la capacidad de las escuelas y de los padres para una fuerte participación de los padres, para asegurar la participación efectiva de los padres y para apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes.	• Noche de Familia • PTA/ PTO's • HISD Campamento de biblioteca de verano • Campamento de lectura de Verano • Encuestas de personal / padres / estudiantes	Utilizar Campus Líneas de tiempo
La escuela, con la asistencia de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar los logros académicos de sus hijos, como la alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres.	Nivel del Campus: • Boletines Mensuales • Otoño y Primavera Noche Familiares • (Informacion de recursos a los padres)	Utilizar Campus Líneas de tiempo
La escuela, con la ayuda de su distrito y sus padres, educará a sus maestros, personal de servicios estudiantiles, director y otro personal sobre cómo comunicarse, comunicarse y trabajar con los padres como socios en pie de igualdad, en el valor y la utilidad de las contribuciones de los padres y cómo implementar y coordinar los programas para padres y construir lazos entre los padres y las escuelas.	• Boletines Mensuales • Reuniones de la facultad • Los campus de Título I llevarán a cabo • Información del sitio web sobre cómo servir	Utilizar Campus Líneas de Tiempo

La escuela, en la medida de lo posible y apropiada, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, que incluye formatos alternativos a pedido, y, en la medida de lo posible, en un idioma que los padres puedan entender.	Nivel del Campus: • Boletines Mensuales • HISD/ Sitio de Campus • Otoño Noche Familiares • Ensure plans are translated and in a uniform format Asegurar planes están traducido en un formato uniforme.	Utilizar Campus Líneas de Tiempo
La Póliza de participación de los padres en la escuela puede incluir actividades discrecionales adicionales que la escuela, en consulta con sus padres, elijan emprender para desarrollar la capacidad de los padres para participar en la escuela a fin de respaldar el rendimiento académico de sus hijos.	**En la planificación de las fases de discusión para 2019-2020** • Utilice los juegos de HS FB & BB para promover PTA / PTO, oportunidades para padres, actualizaciones importantes, etc. • Llegue a las empresas locales para proporcionar incentivos / donaciones para estudiantes padres en situaciones libres / reducidas cuya los estudiantes muestran crecimiento, etc. • Comentar una vez un sábado de 9 semanas oportunidades para que nuestros padres participen y asistan a las reuniones escolares, etc. • Salones de google para los padres con videos • App del Distrito • Noche Possible FASFA	Planificación de las fases

DEIC/CNA/DIP

Hallsville ISD DEIC Meeting
HISD Training Center, Room A
September 11th, 8:30am -1:00pm
Lunch Provided!!!

Sept 11th Agenda:

- INTRODUCTIONS, TELL US SOMETHING GOOD!
- PURPOSE OF DEIC SUB COMMITTEE
- ILT/ DEIC ALIGNMENT (AD)
- HISD BIG 5 (District Goals)
    1. Hallsville ISD will recruit, support, and retain staff to optimize student engagement and learning.
    2. Hallsville ISD will build a foundation of ELA-R and Math.
    3. Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.
    4. Student achievement and campus and district outcomes will improve in identified areas
    5. Hallsville ISD will comply with all local, state, and federal guidelines, rules and laws

- REVIEW DISTRICT PARENT INVOLVEMENT PLAN

Plan4Learning

→ PLAN4LEARNING SIGN IN INFO & REVIEW/ TUTORIAL (two computers per table)

→ REVIEW 2018-2019 DISTRICT INFORMATION

- CNA
- GOALS
- OBJECTIVES/ STRATEGIES

- → GROUP TEAMS BASED ON GOALS 1& 5, 2-4
- → DISCUSS DATA - 4 folders
- → FORMATIVE & SUMMATIVE TUTORIAL (PLAN4LEARNING)
- → CREATING A SIGN IN SHEET/ COMMITTEE TUTORIAL (PLAN4LEARNING)
- → FUNDING COMPLETED NEXT WEEK W/ CFO
- → SELECTION OF 2018-2019 EQUITY PLAN COMMITTEE MEMBERS (AZ, CT, SB, CF) (MEET OCT 10th, 9:00- 12:00)

- ✓ **Feb 5**- DEIC (status of programs,resource implementation and effectiveness. Discuss mid year pros/areas of concern, Discuss DIP formative review updates, considerations for 2019-20 school year)
- ✓ **Feb 12**- DEIC Subcommittee meets to review DEIC notes, suggestions, and makes adjustments, etc. where needed.
- ✓ **JUNE (BLACKOUT WEEK)** - DEIC - complete summatives for DIP/CIP's (discuss data/reflections from this year's DEIC process and evaluate needs for following year)

NOTES, SUGGESTIONS, ETC.

"I alone cannot change the world, but I can cast a stone across the waters to create many ripples." — **Mother Teresa**

DEIC Subcommittee Meeting Minutes
Tuesday, September 11, 2018

Mr. Black welcomed everyone to the DEIC Subcommittee Meeting on Tuesday, September 11, 2018 starting at 8:30 a.m. Mr. Black encouraged everyone to introduce themselves and tell the group what their position is at Hallsville ISD. He briefly explained the purpose of the committee and how the goal would be accomplished today.

Mr. Black turned the meeting over to Dr. Daub who explained the District Improvement Plan in Plan4Learning. Dr. Daub drew the group's attention to the Professional Development portion of the DIP and explained the recommendation that it would improve by 10%. She also stated that one thing we will strive to implement is that the ILT and campus will connect and communicate.

Mr. Black then went over the DIP in Plan4Learning in detail, explaining each goal. He also informed everyone that the district is currently looking into character curriculum to be used across the district.

The members were divided in to 4 groups. Mr. Black explained that the DEIC committee began work on The District Parental Involvement Policy in their meeting last week. Each team today was assigned a portion of the Parental Involvement Policy to expound upon, as well as, a goal in the District Improvement Plan.

The committee today will brainstorm and go a step further in completing this plan. Each group will look at one portion of the Parental Involvement Plan and assigned goals 1 & 5 and 2-4 in the Plan4Learning District Improvement Plan. The teams were provided with the following data from 2017-2018 to reference before making recommendations: STAAR data, Attendance data, Out of Placement data and Enrollment and Miscellaneous data (district-wide and by campus). The teams were encouraged to add their changes/recommendations directly into Plan4Learning DIP. Mr. Black will edit it as needed.

The following suggestions were made for the Parental Involvement Policy:

- Parent Incentives such as donated items and/or services
- Highlights on the Jumbo Tron at sporting events featuring district students regarding activities and opportunities for parent involvement
- Sky Alert
- Seesaw
- Google Classroom
- Family Reading Nights
- STAAR night
- Planned activities in the park
- Google Folder by campus
- District app

Mr. Black also reminded everyone that the Parental Involvement Plan is mandatory. Mr. Black will follow-up with Mary Brown, District CFO regarding incentives for parents.

Mr. Black thanked everyone for their work on these documents.

There being no further business, the meeting was adjourned.

DEIC Subcommittee

Sign-In

Tuesday, September 11, 2018 — District Training Center – Room B

CAMPUS	NAME	ROLE	SIGNATURE
SP. Programs	Black, Jason	Director	
Intermediate	Black, Shannon	Assistant Principal	
High School	Brooks, Hannah	Dean of Instruction	
North	Conway, Tracy	Assistant Principal	
Junior High	Dillard, Deke	Teacher	
Junior High	Farrell, Clayton	Assistant Principal	
Intermediate	Harkey, Lindsay	SpEd Lead	
Junior High	Henderson, Stephanie	Dean of Instruction	
Sp. Programs	Hicks, Diane	Secretary to Director	
North	Jackson, Mallory	Lead Teacher	
East	Meitzen, Becky	Lead Teacher	
East	Thomas, Courtney	Counselor/Assistant Principal	
High School	Thompson, John	Assistant Principal	
East	Zucosky, Ashley	Assistant Principal	

DEIC/CNA/DIP

Hallsville ISD DEIC Meeting
HISD Training Center, Room A
September 4th, 4:00-5:00 pm

- INTRODUCTIONS, TELL US SOMETHING GOOD!
- PURPOSE OF DEIC
- HISD BIG 5 (District Goals)
    1. Hallsville ISD will recruit, support, and retain staff to optimize student engagement and learning.
    2. Hallsville ISD will build a foundation of ELA-R and Math.
    3. Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.
    4. Student achievement and campus and district outcomes will improve in identified areas
    5. Hallsville ISD will comply with all local, state, and federal guidelines, rules and laws
- ALIGNING CIP's TO DIP FOR 2018-2019 SCHOOL YEAR
    - OVERVIEW OF CNA SUMMARIES- Blackout week info from June 2018
    - FORMATIVE & SUMMATIVE REVIEW TIMELINE (Oct, Jan, April, June)
- REVIEW DISTRICT PARENT INVOLVEMENT PLAN
- 2018-2019 DIP/ PARENT INVOLVEMENT POLICY REVIEW ACTIVITY
- DEIC SUBCOMMITTEE REVIEW AND AGENDA

DEIC Subcommittee Tentative Agenda for Sept 11, 8:30-1:00

→ REVIEW 2018-2019 DISTRICT CNA/GOALS/OBJECTIVES
→ FORMATIVE & SUMMATIVE REVIEW TIMELINE
→ OVERVIEW OF SCE/TITLE I,II FUNDING
→ FINALIZE DISTRICT PARENT INVOLVEMENT PLAN
→ SELECTION OF 2018-2019 EQUITY PLAN COMMITTEE MEMBERS

- Tentative District Surveys (BOY, MOY, EOY)

✓ **Feb 5**- DEIC (status of programs,resource implementation and effectiveness. Discuss mid year pros/areas of concern, Discuss DIP formative review updates, considerations for 2019-20 school year)

✓ **Feb 12**- DEIC Subcommittee meets to review DEIC notes, suggestions, and makes adjustments, etc. where needed.

✓ **JUNE (BLACKOUT WEEK)** - DEIC - complete summatives for DIP/CIP's (discuss data/reflections from this year's DEIC process and evaluate needs for following year)

"I alone cannot change the world, but I can cast a stone across the waters to create many ripples." — **Mother Teresa**

DEIC Committee Meeting Minutes
September 4, 2018
4:30 p.m. DTC – Room A

The DEIC committee met on September 4, 2018. Mr. Jason Black welcomed all attendees to the meeting and gave an overview of the HISD BIG5 (District Goals). This committee will review those goals and give recommendations for the Subcommittee to work with on September 11, 2018.

Dr. Daub showed the District Improvement Plan in Plan4Learning. She explained that each table had a Goal and to use this information to help create the District Improvement Plan for 2018-2019. She briefly reviewed each goal

Mr. Black reminded the group of the work that took place during Black-Out Week during the summer of 2018. He explained that each group needed to identify areas where there is room to grow. The committee then divided into groups to begin the process. He encouraged them to review Campus Needs Assessments as far as 1) Goals, 2) Objectives and 3) Strategies. He also gave an overview of the Campus Needs Assessments and reminded the campus representatives that District Improvement Plan and the Campus Improvement Plan need to align. One group will also look over the Parental Involvement Policy.

The following recommendations/ideas were given for each goal:

Parental Involvement Plan (District)

This committee recommended that we garner more parent involvement with possibly other ways to communicate. These ideas were: messages on the Big Screen at the stadium with possibly having interviews with parents on the screen; searching for ways to help families who work and offering optional times (possibly on Saturday); traffic adjustments; awards, incentives, etc. for parents (from business donations).

Goal #2 – Hallsville ISD will build a foundation of ELA-R and Math:

Area of Improvement - This committee suggested that Reading, Math, Writing Objectives be re-worded using current data to develop incremental improvement goals.

Pros – The number of screeners available to make early detection/intervention possible.

Goal #3 – Hallsville ISD will maintain rigorous standards of achievement to prepare for 21st century learners for graduation and postsecondary college, career, and military success.

Pros – Focus on Technology

Areas of Improvement - Objective #2 - Power walk to T-TESS; Strategy description (students use of technology, teacher training, wi-fi, devices; Objective #3 - K-8 instead of 3-8; add science in front of classrooms, add new teachers that come late to strategy description; how to add math/engineering goals; Rewrite objective #4 to link STEM to GT to match strategy description; Objective #6 – Strategy description

Goal #4 – Student achievement and campus and district outcomes will improve in identified areas.

Pros – Objective #2 – Noticing progress at campus #3 (ESL coordinators and teachers meeting consistently; Objective #3; Continuity with training from year to

year (Example: Janice Baker); Objective #4 – Special Ed is getting experience with many different teachers; Special Ed visible as a big part of some PLCs. Attainable goals!

Areas of Improvement – SIOP training –have the correct number of people been trained? Clarification on trainings and funds; is the sub a budget? We need time to share with others if you attend trainings. Need addition of General Ed training as well. Performance objective is BIG and not sure the 2 strategies are enough.

Goal #5 – Hallsville ISD will comply with all local, state and federal guidelines, rules and law.

Hallsville ISD is in compliance with Homeless, Title I and SCE funding
Intervention – Teachers
Behavior Interventions – Students

There being no further business, Mr. Black thanked all committee members for their attendance and work on this plan. Their findings will now be passed on to the DEIC Subcommittee for further work.

Diane Hicks

DEIC Meeting Sign-In Sheet

Tuesday, September 4, 2018

4:00 – 5:00 p.m. Training Center – Room A

Campus	NAME	Role	Signature	Email
East	Baker, Mindy	Teacher		mbaker@hisd.com
East	Banda, Britni	Teacher		bbanda@hisd.com
East	Bresch, Lauren	Parent		laurenbresch@gmail.com
East	Goulden, Melissa	Principal		mgoulden@hisd.com
East	Thomas, Courtney	Asst. Princ/Couns		cthomas@hisd.com
North	Gillaspie, Jennifer	Teacher/Parent		jgillaspie@hisd.com
North	Headrick, Kimberly	Counselor		kheadrick@hisd.com
North	Morie, Rachel	Teacher		rmorie@hisd
North	Parker, Danieli	Principal/Parent		dparker@hisd
North	Sorgee, Megan	Teacher		
North	Stephens, Lisa	Teacher		lchuffy@hisd.com
North	Thorson, Courtney	Teacher/Parent		
Intermediate	Aikman, Karen	Principal		kaikman@hisd.com
Intermediate	Asley, Missy	Parent		LannieandMissy@hotmail.com
Intermediate	Berry, Nikki	Parent		

Intermediate	Black, Shannon	Asst. Princ/Parent	Shannon Black	
Intermediate	Brandon, Andrea	Teacher	Andrea Brandon	
Intermediate	Smelley, Lauree	Teacher	Lauree Smelley	
Junior High	Beard, Ginny	Parent		
Junior High	Farrell, Clayton	Asst. Princ/Parent	Farrell	
Junior High	Griffith, Schrundagale	Teacher	Schrundagale Griffith	
Junior High	Henderson, Stephanie	Dean of Instruction	Stephanie Henderson	
Junior High	Meyer, Danielle	Parent	Danielle Meyer	
Junior High	Simmons, Donese	Counselor	Donese M Simmons	
Junior High	Whittle, Amy	Principal	A. Whittle	
High School	Brooks, Hannah	Dean of Instruction	Hannah Brooks	
High School	Hatcher, Shanna	Teacher		
High School	Slaten, Lindsay	Principal		
Curriculum	Daub, Amber	Director/Parent		
Spec. Prog.	Black, Jason	Director/Parent		
Spec. Prog.	Hicks, Diane	Sec. to Director	Diane Hicks	
PEIMS	Buchanan, Jill	Director		
CTE	Gaw, Kathy	~~Director~~ Coordinator		
GT	Juban, Anda	Coordinator/Parent		
SpEd	Collins, Amy	Director/Parent	Amy Collins	
Virtual School	Smith, Julie	Principal	Julie Smith	
Curriculum	Carter, Lacey	Testing Coordinator	L. Carter	

Shanna Hatcher HHS

North	Conway, Tracy	Asst. Principal	Tracy Conway	

DEIC/CNA/DIP

Hallsville ISD DEIC Meeting
HISD Training Center, Room A
September 4th, 4:00-5:00 pm

- INTRODUCTIONS, TELL US SOMETHING GOOD!
- PURPOSE OF DEIC
- HISD BIG 5 (District Goals)
    1. Hallsville ISD will recruit, support, and retain staff to optimize student engagement and learning.
    2. Hallsville ISD will build a foundation of ELA-R and Math.
    3. Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.
    4. Student achievement and campus and district outcomes will improve in identified areas
    5. Hallsville ISD will comply with all local, state, and federal guidelines, rules and laws
- ALIGNING CIP's TO DIP FOR 2018-2019 SCHOOL YEAR
    - OVERVIEW OF CNA SUMMARIES- Blackout week info from June 2018
    - FORMATIVE & SUMMATIVE REVIEW TIMELINE (Oct, Jan, April, June)
- REVIEW DISTRICT PARENT INVOLVEMENT PLAN
- 2018-2019 DIP/ PARENT INVOLVEMENT POLICY REVIEW ACTIVITY
- DEIC SUBCOMMITTEE REVIEW AND AGENDA

DEIC Subcommittee Tentative Agenda for Sept 11, 8:30-1:00

- → REVIEW 2018-2019 DISTRICT CNA/GOALS/OBJECTIVES
- → FORMATIVE & SUMMATIVE REVIEW TIMELINE
- → OVERVIEW OF SCE/TITLE I,II FUNDING
- → FINALIZE DISTRICT PARENT INVOLVEMENT PLAN
- → SELECTION OF 2018-2019 EQUITY PLAN COMMITTEE MEMBERS

- Tentative District Surveys (BOY, MOY, EOY)

✓ **Feb 5**- DEIC (status of programs,resource implementation and effectiveness. Discuss mid year pros/areas of concern, Discuss DIP formative review updates, considerations for 2019-20 school year)

✓ **Feb 12**- DEIC Subcommittee meets to review DEIC notes, suggestions, and makes adjustments, etc. where needed.

✓ **JUNE (BLACKOUT WEEK)** - DEIC - complete summatives for DIP/CIP's (discuss data/reflections from this year's DEIC process and evaluate needs for following year)

"I alone cannot change the world, but I can cast a stone across the waters to create many ripples." — **Mother Teresa**

DEIC Meeting Sign-In Sheet

Tuesday, September 4, 2018

4:00 – 5:00 p.m. Training Center – Room A

Campus	NAME	Role	Signature	Email
East	Baker, Mindy	Teacher		mbaker@hisd.com
East	Banda, Britni	Teacher		bbanda@hisd.com
East	Bresch, Lauren	Parent		laurenbresch@gmail.com
East	Goulden, Melissa	Principal		Mgoulden@hisd.com
East	Thomas, Courtney	Asst. Princ/Couns		cthomas@hisd.com
North	Gillaspie, Jennifer	Teacher/Parent		jgillaspie@hisd.com
North	Headrick, Kimberly	Counselor		kheadrick@hisd.com
North	Morie, Rachel	Teacher		rmorie@hisd
North	Parker, Danieli	Principal/Parent		dparker@hisd
North	Sorgee, Megan	Teacher		
North	Stephens, Lisa	Teacher		lchitty@hisd.com
North	Thorson, Courtney	Teacher/Parent		
Intermediate	Aikman, Karen	Principal		kaikman@hisd.com
Intermediate	Asley, Missy	Parent		LannieandMissy@hotmail.com
Intermediate	Berry, Nikki	Parent		

Intermediate	Black, Shannon	Asst. Princ/Parent	Shannon Black	
Intermediate	Brandon, Andrea	Teacher	Andrea Brandon	
Intermediate	Smelley, Lauree	Teacher	Lauree Smelley	
Junior High	Beard, Ginny	Parent		
Junior High	Farrell, Clayton	Asst. Princ/Parent	C Farrell	
Junior High	Griffith, Schrundagale	Teacher	Schrundagale Griffith	
Junior High	Henderson, Stephanie	Dean of Instruction	Stephanie Henderson	
Junior High	Meyer, Danielle	Parent	Danielle Meyer	
Junior High	Simmons, Donese	Counselor	Donese N Simmons	
Junior High	Whittle, Amy	Principal	A. Whittle	
High School	Brooks, Hannah	Dean of Instruction	Hannah Brooks	
High School	Hatcher, Shanna	Teacher		
High School	Slaten, Lindsay	Principal		
Curriculum	Daub, Amber	Director/Parent		
Spec. Prog.	Black, Jason	Director/Parent		
Spec. Prog.	Hicks, Diane	Sec. to Director	Diane Hicks	
PEIMS	Buchanan, Jill	Director		
CTE	Gaw, Kathy	~~Coordinator~~ Director		
GT	Juban, Anda	Coordinator/Parent		
SpEd	Collins, Amy	Director/Parent		
Virtual School	Smith, Julie	Principal	Julie Smith	
Curriculum	Carter, Lacey	Testing Coordinator	L. Carter	

Shanna Hatcher HHS

North	Conway, Tracy	Asst. Principal	Tracy Conway	

DEIC/CNA/DIP

Hallsville ISD DEIC Meeting
HISD Training Center, Room A
September 11th, 8:30am -1:00pm
Lunch Provided!!!

Sept 11th Agenda:

- INTRODUCTIONS, TELL US SOMETHING GOOD!
- PURPOSE OF DEIC SUB COMMITTEE
- ILT/ DEIC ALIGNMENT (AD)
- HISD BIG 5 (District Goals)
    1. Hallsville ISD will recruit, support, and retain staff to optimize student engagement and learning.
    2. Hallsville ISD will build a foundation of ELA-R and Math.
    3. Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.
    4. Student achievement and campus and district outcomes will improve in identified areas
    5. Hallsville ISD will comply with all local, state, and federal guidelines, rules and laws

- REVIEW DISTRICT PARENT INVOLVEMENT PLAN

Plan4Learning

→ PLAN4LEARNING SIGN IN INFO & REVIEW/ TUTORIAL (two computers per table)

→ REVIEW 2018-2019 DISTRICT INFORMATION

- CNA
- GOALS
- OBJECTIVES/ STRATEGIES

- → GROUP TEAMS BASED ON GOALS 1& 5, 2-4
- → DISCUSS DATA - 4 folders
- → FORMATIVE & SUMMATIVE TUTORIAL (PLAN4LEARNING)
- → CREATING A SIGN IN SHEET/ COMMITTEE TUTORIAL (PLAN4LEARNING)
- → FUNDING COMPLETED NEXT WEEK W/ CFO
- → SELECTION OF 2018-2019 EQUITY PLAN COMMITTEE MEMBERS (AZ, CT, SB, CF) (MEET OCT 10th, 9:00- 12:00)

- ✓ **Feb 5**- DEIC (status of programs,resource implementation and effectiveness. Discuss mid year pros/areas of concern, Discuss DIP formative review updates, considerations for 2019-20 school year)
- ✓ **Feb 12**- DEIC Subcommittee meets to review DEIC notes, suggestions, and makes adjustments, etc. where needed.
- ✓ **JUNE (BLACKOUT WEEK)** - DEIC - complete summatives for DIP/CIP's (discuss data/reflections from this year's DEIC process and evaluate needs for following year)

NOTES, SUGGESTIONS, ETC.

"I alone cannot change the world, but I can cast a stone across the waters to create many ripples." — **Mother Teresa**

DEIC Subcommittee

Sign-In

Tuesday, September 11, 2018 — District Training Center – Room B

CAMPUS	NAME	ROLE	SIGNATURE
SP. Programs	Black, Jason	Director	
Intermediate	Black, Shannon	Assistant Principal	
High School	Brooks, Hannah	Dean of Instruction	
North	Conway, Tracy	Assistant Principal	
Junior High	Dillard, Deke	Teacher	
Junior High	Farrell, Clayton	Assistant Principal	
Intermediate	Harkey, Lindsay	SpEd Lead	
Junior High	Henderson, Stephanie	Dean of Instruction	
Sp. Programs	Hicks, Diane	Secretary to Director	
North	Jackson, Mallory	Lead Teacher	
East	Meitzen, Becky	Lead Teacher	
East	Thomas, Courtney	Counselor/Assistant Principal	
High School	Thompson, John	Assistant Principal	
East	Zucosky, Ashley	Assistant Principal	