

**Hallsville Independent School District**  
**Hallsville High School**  
**2018-2019 Campus Improvement Plan**



## **Mission Statement**

To prepare students to be responsible and productive citizens by providing properly trained employees, quality educational programs and facilities while meeting community expectations and being financially responsible.

## **Vision**

Excellence in Education

# Value Statement

- Consistency among all staff members in discipline, policies, procedures and professionalism
- Collaboration among all staff members
- Communication that is open, honest, and timely with staff and students
- Attitudes that are positive, open-minded, cooperative, friendly, and courteous
- Creating a caring and motivating environment
- High expectations in all classrooms for all students and staff members
- Organization-Being prepared, being on-task, utilizing all time wisely.
- Building relationships with students and staff that foster motivation, support, and teamwork

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hallsville High School is a 5A high school located in rural northeast Texas. The school is located in the northwestern part of Harrison County some seven miles east of Longview and thirteen miles west of Marshall on U.S. Hwy 80. The physical address is 616 Cal Young Road.

- Enrollment for the October snapshot day was 1,466 students compared to 1463 the previous year.
- Students receive educational services from 101 professional educators, 4 counselors, 1 nurse, and 25 non teaching staff members.
- The breakdown of our top three sub populations is shown below:

Grade	% Hispanic	% Black	% White
9	16.58	5.20	71.53
10	12.15	10.50	70.44
11	17.96	6.59	72.46
12	12.84	4.92	75.14
All Grades	14.87	6.75	72.37

- Students identified as living in low-socioeconomic status encompass 31.28% of our high school students (457 students).

Students are served through the following special programs: Special Education, Section 504 under IDEA, Dyslexia Services, English as a Second Language (ESL), and Gifted and Talented (GT).

The number of students served in each of these areas is as follows:

- Section 504 -

Dyslexia Services -

- ESL-

Active, non-monitor students:

9th: 6

10th: 5

11th: 5

12th: 5

Monitors (do not TELPAS):

9th: 10

10th: 3

11th: 2

12th: 1

- GT- 116
- Special Education - 105

**Mobility Rate:**

The most current Texas Academic Performance Report for 2016-17 indicates the following mobility rate for 2015-2016: 11%.

**Attendance Rate:**

96.74%

**Demographics Strengths**

**Hallsville High School has many strengths. Some of the most notable demographics strengths include:**

- 1.) Many families move into our area because we value education and have high expectations for all students.
- 2.) Students at HHS are very accepting of their peers, regardless of their race, ethnicity, or ability.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our demographics are continuing to evolve. We are more diverse than we have been in the past and need to be more culturally aware to support all students. **Root Cause:** The mobility rate in East Texas has increased and we have a lot of new students moving into the area.

## **Student Achievement**

### **Student Achievement Summary**

Student Achievement Summary Student achievement is measured in multiple ways.

- Locally developed common assessments and curriculum-based assessments.
- PSAT, ACT, SAT, TSI, etc.
- Failure reports and dropout data indicate that HHS students are successful in grade level courses.
- STAAR End-of-Course (EOC) exams indicate the that HHS students mastered grade level standards above state averages in every tested subject

Number of graduates:

2018: 333

Class of 2017 our graduation rate was 333/335 or 99.4%

The state of Texas changed to an A-F rating system in the 2017-2018 school year. Hallsville High School had an overall score of 89 which translated to a campus rating of a B.

Distinctions were earned during the 2017-2018 school year in the following areas:

Science and Closing Performance Gaps

### **End of Course Results**

#### **English I**

- 75% of students met the passing standard
- 8% met Level III
- State - 60%

#### **English II**

- 82% of students met the passing standard
- 11% met Level III standards
- State - 66%

**Algebra:**

- 85% of Hallsville High School and Junior High students passed the Algebra I EOC.
- 17% met Level III
- State - 83%

**Biology:**

- 94% of students met or exceeded the minimum passing requirements
- 36% Level III
- State - 87%

**US History:**

- 93% of students were successful on the US History EOC.
- 43% of Hallsville students earned a Level III.
- State - 92%

**Student Achievement Strengths**

HHS has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths including:

- Earning Distinctions in Academic Achievement in two areas
- Meeting all of the State System Safeguards
- Above state averages on all EOC tests
- SAT
- ACT
- AP testing



## **School Culture and Climate**

### **School Culture and Climate Summary**

Hallsville High School takes measures to ensure the safety and security of the campus 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 use is routinely monitored to ensure appropriate use. Drills are conducted for required and elected emergency response scenarios. Resource officers are located on all campuses. Cert teams and a reunification plan are in place.

### **School Culture and Climate Strengths**

The parents, staff and students are aware of the Student Code of Conduct that we have for HHS. It is available in an electronic format online and as a paper copy if requested. Our campus is viewed as a safe place to learn where visitors are welcome. Teachers and parents work together as partners to make decisions that positively impact our students.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Staff reported that more competitive salaries, increased teacher supplement or benefits, and increased funding for instructional supplies and equipment would be the most effective way to retain educators.

### **Staff Quality, Recruitment, and Retention Strengths**

Various professional development is provided to support new teachers with the instructional practices that we implement in our school. Teachers are supported weekly in team meetings with training, materials, or other information to support student learning. New teachers attend monthly meetings at both the campus and district level. They are also assigned a mentor who works with them throughout the year. We have a low turnover rate.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** We have a low turnover rate, however when we do have an opening in a high need area such as math or science it is difficult to recruit qualified teachers to replace them. **Root Cause:** Finding qualified secondary math and science teachers is difficult statewide, however our teacher pay scale is lower than other districts in our area which makes it even more difficult.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Hallsville High School locally develops and implements a state-aligned curriculum. Research in curriculum design, best practices in instruction, and student performance data are the basis for embedded professional development and horizontal and vertical alignment sessions. Our 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 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 is designed around data collected from student and teacher performance results as well as updates from the Texas Education Agency (TEA) and 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.

Staff indicated a need for additional training in strategies to accommodate all learners, strategies to differentiate for all learners, and instructional technology.

### **Curriculum, Instruction, and Assessment Strengths**

Our curriculum document is a living document that is continuously adjusted to meet the needs of students so that they can be successful at their grade level. Below we have listed ways in which we monitor and adjust our curriculum, instruction, and assessments.

- YAG
- Scope and Sequence in DMAC
- CIA landing page- unit details (4 BIG Questions), lesson plan, and resources
- Teachers create common assessment and curriculum based assessments.
- Focus on best practices and life long learning

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

We strive to build positive relationship with all stakeholders. As a campus, there are several opportunities for parents to access important information, such as progress of their child, activities during the school day, and extracurricular events on campus. Throughout the year, parents are given an opportunity to meet their child's teachers, attend information sessions that pertain to their child's specific grade level, and attend multiple types of extra curricular activities and programs.

### **Parent and Community Engagement Strengths**

Parents are aware of the campus written code of conduct, discipline procedures and consequences. Copies of these items are provided either electronically or in print as requested during registration. Teachers make positive parent contact within the first few weeks of school. Each 9 weeks they contact the parents of struggling learners. These logs are submitted to administration as part of the RtI data collection process.

Other forms of communication include:

- Skylert- text, email, and phone message
- Written communications
- Remind 101
- Website
- Google Classroom
- Teacher Websites
- Email
- SMORE parent newsletter

## **School Context and Organization**

### **School Context and Organization Summary**

Parents, teachers, and students at Hallsville High School take pride in their school and the school's reputation of success. HHS strives to maintain a safe and positive environment with a strong focus on academic excellence. We believe in using best instructional practices in the classroom and building strong relationships. Our focus goes far beyond just EOC scores and data. Our commitment is to keep students at the forefront when making decisions. When our students do not learn, we make the necessary adjustments to instruction and our organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value common planning time. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

### **School Context and Organization Strengths**

- Professional Learning Community culture
- HHS staff truly believe all students can learn at high levels.
- New teachers are assigned mentors for support and guidance
- The master schedule allows for weekly common planning
- CERT team facilitate safety drills according to state law
- RtI process is implemented and reviewed on a regular basis to ensure all students' needs are met.

# Technology

## Technology Summary

Technology plays an important role in terms of what and how student learning takes place. At the high school, 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.

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 program 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 and the District Technology plan is aligned to the District Strategic Plan. The plan identifies strategies to meet local, state, and national technology standards including 21st Century Skills.

Instructional facilitators are part of a curriculum and instruction team that identify student expectations, write curriculum, and assists in the assessment of the curriculum. A major emphasis is placed on increasing the levels of student engagement using various technology tools and a collaborative learning environment.

HHS strives to integrate technology into all aspects of classroom instruction and staff collaboration. The district has a team of technology experts in the area of technology equipment. Technology team members are readily available to provide support to students and teachers as well as administrators. Staff members routinely utilize software and online tools and resources to communicate and collaborate. Instructional materials are available in digital formats.

Connectivity and availability of devices has been reported as a concern over time. In the summer of 2016, the district broadband was updated to improve connectivity in classrooms and office spaces and any available funding is being utilized to increase access to devices in the classrooms. Students are also encouraged to utilize personal devices for learning purposes as approved by teachers. Though internet access is not needed to access instructional materials purchased by the district, the issue of students having devices at home remains an issue.

In staff surveys, time, training, and lack of equipment were listed as the top three barriers to integrating technology in the classroom.

## Technology Strengths

- Administrative use of technology for campus organization and communication.
- Emphasis on student use of technology in classrooms.
- Focused use of money on technology improvements.
- The use of technology to provide expanded opportunities for gathering, accessing, analyzing, and utilizing data for effective decision-making and strategic planning.

- Pilot technology integration programs are being implemented at our campus to evaluate various technology tools - Chromebook Pilot Program.
- Classrooms are equipped with teacher workstations, media computers, interactive whiteboards, ceiling mounted projectors, document cameras, sound reinforcement, student workstations and student access to various technologies.
- Technology Needs Consistency in use of technology for organization and communication.
- Student use of technology as a learning tool.
- Administrator and Teacher knowledge of technology.

HHS has internet access and connectivity throughout the building. ELA and CTE classrooms have student computers. Students have access to computer labs in various locations around the building, including the library, plus several departments, like CTE and LOTE, have chromebooks and carts.

# 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Ensure the implementation of personnel process to attract and retain certified staff. Attend Job Fairs</p>	Human Resources Campus Administrative Team	a) 100% compliance with state certification requirements.			
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) When hiring, a PLC interview committee will be established and uniform interview questions will be used with all candidates.</p>	Campus Administrative Team Department Chairs	a) Committee members' attendance and participation in the interview process. b) Development of uniform interview questions.			
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>3) Provide a New to the Profession Induction Program for the purpose of supporting instruction, classroom management to encourage retention. Mentors Monthly Meetings Subject Area Teams Common Planning Time</p>	Curriculum Director CTE Director Campus Administrative Team - Principal, APs, and Dean of Instruction Leadership Team Teacher Mentors	a) Attendance and participation in regularly scheduled meetings. b) Retention percentage of first year teachers.			
<p> = Accomplished     = Considerable     = Some Progress     = No Progress     = Discontinue</p>					

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

**Performance Objective 2:** 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) 2:** Survey Data, Principal feedback, Student Achievement data

**Summative Evaluation 2:**








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Design professional development to reflect the needs of the campus. Power Walk Training Behavior RTI Special Education IEP Goals Fundamental Five</p>	District Administration Campus Administration	<p>a) Data from walk-throughs and power walks will reflect increased use of best practices</p> <p>b) Decrease in the number of discipline referrals</p>			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>					

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

**Performance Objective 1:** 57% 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) 1:** Common Assessments, Benchmarks and Percentage in "Meets" performance level on STAAR

**Summative Evaluation 1:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>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.</p>	<p>Campus Principal Campus Assistant Principals Campus Dean of Instruction Campus Counselors Interventionists Classroom Teachers</p>	Each student will show standards-based growth toward grade level standards on common assessments and district benchmarks.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Develop and monitor individualized student success plans for students who showed mastery at the Approaches level on STAAR or EOC in 2018.</p>	<p>Campus Principal Campus Assistant Principals Campus Dean of Instruction Campus Counselors Interventionists Classroom Teachers</p>	Each student will show standards-based growth toward grade level standards on common assessments and district benchmarks.			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>					

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

**Performance Objective 2:** The number of students showing growth on the Alg I and Eng II EOC's will increase by 10% as measured by the State of Texas Assessment of Academic Readiness (STAAR) growth indicator.

**Evaluation Data Source(s) 2:** Common Assessments, Benchmarks and STAAR performance data

**Summative Evaluation 2:**








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Develop and monitor individualized student success plans for students nearing the next performance level.</p>	<p>Campus Principal Campus Assistant Principals Campus Dean of Instruction Campus Lead Teachers Classroom Teachers Students</p>	<p>Individual student progress will show an increased number of students showing growth toward grade level performance.</p>			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					

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

**Performance Objective 3:** 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) 3:** Class of 2019 College, Career & Military Readiness Data

**Summative Evaluation 3:**








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Implement systems for college readiness exam administration.</p>	<p>Executive Director of Curriculum &amp; Instruction Director of Assessment Campus Administration Counselors</p>	<p>The number of students meeting at least one college readiness indicator will increase.</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Ensure Texas Success Initiative (TSI) readiness for 100% of students by assessing and intervening systematically.</p>	<p>Executive Director of Curriculum &amp; Instruction Director of Assessment Campus Administration Counselors</p>	<p>An increased number of students will be TSI complete by the time they graduate.</p>			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>					

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

**Performance Objective 4:** The number of students achieving "Masters" Level on ELA and Math EOC's will increase by 5% as measured by the State of Texas Assessment of Academic Readiness (STAAR) test.

**Evaluation Data Source(s) 4:** Percentage of students in "Masters" Performance Level category on STAAR

**Summative Evaluation 4:**




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Continue implementation of common assessments/benchmarks. Campus teams will review common assessment (CA) data after each CA. Campus and District administrative teams will review data after each benchmark.</p>	<p>Assessment Director Administrative Team - Principal, APs, Dean of Instruction, and Campus Testing Coordinator Department Chairs Lead Teachers Assessment Writers</p>	<p>a) Common assessment data review process after each common assessment. b) Disaggregate data through DMAC that identifies strengths and weaknesses after each benchmark.</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Use data to identify students who need to be challenged and provide differentiated instruction to meet their needs.</p>	<p>Team Leaders, Classroom Teachers</p>	<p>a) Increase in the number of students performing at the "Masters" level</p>			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					








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

**Performance Objective 5:** The number of students achieving "Meets" Level on ELA and Math EOC's will increase by 10% as measured by the State of Texas Assessment of Academic Readiness (STAAR) test.

**Evaluation Data Source(s) 5:** Percentage of students in "Meets" Performance Level category on STAAR

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Revise and utilize updated curriculum documents to improve Tier 1 instruction for each core subject and grade level. Scope and Sequence (DMAC) Year at a Glance (CIA) Unit Details (CIA) Lesson Plans (CIA)</p>	<p>Curriculum Director Administrative Team - Principal, APs and Dean of Instruction Department Chairs Leadership Team Curriculum Writers</p>	<p>a) Revised curriculum documents as evidenced by presence of scope and sequence, year at a glance, unit details and lesson plans for all core subject areas and grade levels. b) Teachers will utilize updated curriculum in planning by accessing the CIA landing page.</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Continue implementation of common assessments/benchmarks. Campus teams will review common assessment (CA) data after each CA. Campus and District administrative teams will review data after each benchmark.</p>	<p>Assessment Director Administrative Team - Principal, APs, Dean of Instruction, and Campus Testing Coordinator Department Chairs Lead Teachers Assessment Writers</p>	<p>a) Common assessment data review process after each common assessment. b) Disaggregate data through DMAC that identifies strengths and weaknesses after each benchmark.</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Use data to reduce disparity in performance between sub populations of students by targeted interventions to increase student performance.</p>	<p>Special Programs Director Administrative Team - Principal, APs, Dean of Instruction, and Campus Testing Coordinator Campus Special Education Coordinator ESL Teacher Interventionists Department Chairs Lead Teachers Subject-Area Teams</p>	<p>a) Monitor student interventions through campus RTI and data meetings. b) Dissaggregated data through DMAC for student populations.</p>			

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Use parallel grading for Benchmarks in English 1 and 2 to align vertically with the writing rubric and provide quality feedback regarding students' writing. Calibrations (Google Classroom) Designated Grading Days</p>	<p>Assessment Director Dean of Instruction Department Chair ELA Department</p>	<p>a) Using parallel grading scores and reporting through DMAC for data disaggregation.</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Use data to provide appropriate interventions for at-risk students. Tutorials Read180 EOC Remediation EOC Summer School GCS and Lunch Bunch Behavior Redirection</p>	<p>Administrative Team Interventionists Lead Teachers Subject-Area Teams</p>	<p>a) Appropriate use of data by collaborative teams. b) Assignment of students to appropriate interventions c) Success rate of students receiving accelerated instruction on EOC retests. d) Continue implementation of Behavior Redirection</p>			
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>					








**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:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Successful completion of CTE dual credit coursework will increase by 5%</p>	Counselors CTE Director CTE Dual Credit Teachers	Increase in successful completion of CTE Dual Credit Courses by students			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Completion of Federal and State industry certifications will increase by 5% during the 2018-2019 school year.</p>	CTE Director CTE Teachers	a) Number of certifications obtained in the 2018-2019 school year will increase.  b) Curriculum documents will reflect an increased focus on federal and state approved certifications.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) All students enrolled in a CTE course will be exposed to ACT/SAT/TSI vocabulary words.</p>	CTE Teachers	A) CTE curriculum documents will include weekly activities to support ACT/SAT/TSI scores  B) Improvement in ACT/SAT/TSI scores.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) Conduct quarterly CCMR Data Meetings for all seniors.</p>	Executive Director of Curriculum & Instruction Campus Administration CTE Director Counselors	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			
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>5) Integrate CCMR goal setting into the Four Year Planning Process.</p>	Counselors	Every student will identify two possible pathways to college, career or military readiness.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) Implement intensive coursework for SAT/ACT/TSI test prep curriculum to be delivered during the school day to improve student performance.</p>	Campus Administration Counselors	Improved results on all national/statewide college entrance exams.			







 = 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:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Campus Administration will continue to increase the availability of technology on campus. Chromebook Carts Additional Computer Lab</p>	Campus Administration	A long term plan to address the need of students and teachers in the area of technology integration.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					

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

**Evaluation Data Source(s) 3:** PEIMS Attendance Data

**Summative Evaluation 3:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Design and implement improvement plan strategies to increase student attendance. Nine Week Drawings Parent Notifications Phone Calls Letters Skylerts</p>	<p>Administrative Team Attendance Clerk Assistant Attendance Clerk Attendance Committee Teachers</p>	<p>a) Increased campus focus on improving student attendance.</p>			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>					

**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:** 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) 4:** PEIMS Data

**Summative Evaluation 4:**









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Design and implement improvement plan strategies to increase staff attendance. Nine Week Drawings Jeans Pass Creative Scheduling</p>	Administrative Team	a) Staff attendance rate will increase			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>					

**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:** HHS students will meet or exceed the national average on any of the following assessment: AP, ACT, PSAT, SAT

**Evaluation Data Source(s) 5:** Scores reported from all national assessments

**Summative Evaluation 5:**








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>1) Create and implement a rigorous Pre-AP curriculum to include components such as complex essential questions, differentiated tasks, standards and instructional strategies.</p>	Curriculum Director, Administrative Team: Principal, counselors, and Dean of Instruction, Pre-AP teachers	<p>a) Attendance and participation in quarterly meetings.</p> <p>b) Targeted instructional delivery between teachers as evidenced by lesson plans and classroom walk-throughs.</p> <p>c) Attend College Board Training on the five year cycle.</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Improve the efficacy of the AP program through establishing measurable goals, building teacher capacity to deliver rigorous and engaging college-level instruction, and providing student services that address learning needs.</p>	Curriculum Director, Administrative Team: Principal, counselors, and Dean of Instruction, AP Teachers	<p>a) Attendance and participation in quarterly meetings.</p> <p>b) Targeted instructional delivery between teachers as evidenced by lesson plans and classroom walk-throughs.</p> <p>c) Attend College Board Training on a five year cycle.</p> <p>d) Results of AP program evaluation</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Implement intensive coursework for SAT/ACT prep curriculum to be delivered during the school day to improve student performance.</p>	Administrative Team, SAT/ACT Prep Teacher, PAP and AP teachers	a) Results of ACT/SAT/PSAT exams			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>					

**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 6:** 90% of graduates will meet requirements for the Foundation with Endorsements.

**Evaluation Data Source(s) 6:** Class of 2019 graduation plans.

**Summative Evaluation 6:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5</p> <p>1) Create procedures at the secondary level where students in danger of not graduating with an endorsement will receive appropriate support.</p> <p>RTI: Initiative Programs Counselor Audits Student Conferences Course Selections Four Year Planning Parent Information Meetings</p>	<p>CTE Director Administrative Team Counselors Initiative Teachers Interventionists Teachers</p>	<p>a) Increased number of students with endorsements</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Continue to support and monitor drop out prevention programs including 9GI, 10GI and 11GI.</p> <p>Support Teachers Bimonthly Meetings Mentoring Programs Edgenuity Credit Recovery ACE Graduate Program</p>	<p>Special Programs Director Administrative Team Counselors Initiative Teachers Dual Credit Teacher Edgenuity Teachers</p>	<p>A.) 100% graduation rate B.) Progress and grading period reports C.) Audit reports of drop out records, completion of HS equivalency success rate data, retention rates, and expulsion rates.</p>			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>					

**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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Develop and implement a proactive discipline plan. Behavior RTI Training Increase use of Tier I Behavior Strategies</p>	<p>Campus Administration High School Staff</p>	<p>a) Decrease in the number of office referrals.</p>			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>					









**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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) ESL Campus coordinators and ESL teachers will meet consistently to discuss EL needs and best practices.</p>	<p>Director of Federal/ Special Prog Campus Administration ESL Campus Coordinators ESL Teachers</p>	<p>ESL campus coordinators will have a PLC monthly meeting with ESL teachers to discuss needs, evidence based practices and strategies, etc.</p>			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					

**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 EOC.

**Evaluation Data Source(s) 3:** STAAR EOC results

**Summative Evaluation 3:**








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>1) 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.</p>	<p>Special Ed Director Administrative Team Campus Special Education Staff General Education Teachers</p>	<p>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. c) Implementation of PBMAS improvement plan.</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Continue to support teachers in reading, interpreting and incorporating their student IEPs.</p>	<p>Special Ed Director Administrative Team Campus Special Education Staff General Education Teachers</p>	<p>a) Meet at the beginning of school with all teachers to ensure an understanding of their student IEPs. b) Use data to ensure all IEPs are being met during data meetings each nine weeks. c) Implementation of PBMAS improvement plan.</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Continue to support Special Education Teachers in writing appropriate IEP goals and objectives for students.</p>	<p>Special Ed Director Administrative Team Campus Special Education Staff</p>	<p>a) Student IEP goals and objectives will be individualized and based on student needs/data.</p>			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>					

**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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b>                      CSF 1 CSF 5 CSF 6</p> <p>1) Counselors will work with district and community partners to provide services such as transportation, supplies, school fees, and free/reduced lunch services for homeless/foster students.</p>	Director of Federal programs Foster Care Liaison School Counselors Principals	a) All homeless/foster will be identified and receive services b) Provide a family outreach resource list with established community/HISD partnerships.			
<p><b>Critical Success Factors</b>                      CSF 5</p> <p>2) Provide services to students in need of pregnancy related services.</p>	Director of Special Education School Counselors	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.

**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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Develop multiple avenues to inform parents and community about school sponsored activities and events. Newsletter Remind101 Skylert HISD Web Page Teacher Web Pages Calendars Social Media</p>	<p>Campus Administration Extracurricular Sponsors Secretarial Staff Teachers District Personnel</p>	a) Increase in parent participation at campus events.			
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Provide opportunities for parents to attend a school sponsored activity for or with their child. Meet the Teacher Night Extracurricular Activities Parent Information Meetings 9th Grade Transition Recognition and Award Nights</p>	<p>Campus Administrative Team Counselors Sponsors/Coaches Teachers</p>	a) Increase in parent participation at campus events.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					

**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, Monitoring students in credit recovery

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
1) High School 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.	Campus Administration Math/ Reading Interventionists	Improvement in the areas of closing the performance gaps for students meeting the qualifications for at risk.			
2) Provide a summer school program for students identified as needing remediation in regards to graduation, EOC completion and credit recovery.	Campus Administration Counselors Summer School Staff	a) Improve performance on EOC exams b) Completion of course work			
 = 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
1) Special Education and Campus Administration Staff will attend legal updates annually.	Campus Administration Special Education Director Special Education Campus Staff	100% compliance with federal time lines			
2) Maintain weekly documentation of referrals, new students to the district, and additional assessment time lines.	Special Education Campus Staff Counselors	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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Jan	Apr
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Provide lessons addressing suicide prevention, bullying warning signs, resources, and strategies.</p>	<p>School Counselors Student Organizations/Sponsors</p>	<p>Increase awareness of issues related to suicide and bullying by staff and students through designated awareness campaigns.</p>			
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Provide lessons addressing drug awareness, character education and violence prevention. Participate in Red Ribbon Week activities. ETCADA Crime Stoppers</p>	<p>AP's Counselors SRO Officer</p>	<p>a) Reduction in the number of discipline referrals related to drugs/alcohol. b) Reduction in number of discipline referrals related to fighting. c) Increase awareness of issues related to drugs and violence prevention through designated awareness campaigns.</p>			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>					