

Hallsville Independent School District

District Improvement Plan

2023-2024



Board Approval Date: October 23, 2023
Public Presentation Date: October 23, 2023

Mission Statement

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

Our Core Beliefs:

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The HISD needs assessment resulted from a collaboration between DEIC committee members, DEIC subcommittee members, district and campus leadership (ILT), and all stakeholders that completed feedback (fall/spring surveys).

Stakeholder Surveys: September 2022, January 2023, May 2023

CIP and DIP in Final Draft Format: July 2023

Board Approval: October 2023

DEIC committee members include:

- Elected representative professional staff, including at least one SpEd teacher and 2/3 classroom teachers
- Parents of students enrolled in HISD (elementary and secondary) and living in HISD boundaries
- Business representatives from Hallsville ISD boundaries
- Community members from Hallsville ISD boundaries

DEIC subcommittee members include:

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

ILT committee members include:

- District administration
- Campus principals
- Deans
- District directors and coordinators

Demographics

Demographics Summary

Hallsville ISD is located in the heart of East Texas, nestled between Longview and Marshall along the I-20 corridor. The town of Hallsville is approximately 4 square miles with a little less than 4,000 residents, according to the 2017 census. However, the school district covers approximately 188 square miles and has more than 18,000 residents. The median age in city limits is 36 years, with 90% of the population being white, followed by 5% Hispanic. The median household income within city limits is \$82, 802, with 33.5% of those households holding a degree above high school. Texas' median income is \$57, 051.

The school district serves students that reside in Hallsville ISD boundaries and students throughout the State of Texas through a partnership with Stride K-12. Inside the ISD boundaries, approximately 5,000 students in grades pre-K through 12 reside. Those students are served by a staff of approximately 700 individuals. Of this staff, around 350 are professional educators. Texas Virtual Academy of Hallsville (TVAH), our virtual school, serves approximately 19,000 students as of the Summer 2022-2023 PEIMS snapshot.

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

Year	SPED	EB	CTE	ECO Dis	GT	Dyslexia	
2022-2023	13.07	5.55	30.89	47.01	6.52	8.74	
2021-2022	12.29	4.84	32.82	41.36	6.5	7.74	
2020-2021	10.93	4.25	no data	43.14	6.96	6.57	
2019-2020	9.91	3.67	32.87	39.95	7.2	4.73	
2018-2019	9.18	4.07	32.32	41.09	7.2	4.11	

Year	Hispanic	White	Asian	Amer. Indian	Native Hawaiian	Two or More	
2022-2023	17.54	69.03	.64	.16	.12	4.71	
2021-2022	17.05	70.34	.67	.15	.08	4.82	
2020-2021	16.04	70.41	.94	.17	.13	5.21	
2019-2020	15.79	71.81	.91	.17	.02	4.83	
2018-2019	15.69	71.94	1.00	.24	.02	4.68	

Demographic Data for Texas Virtual Academy of Hallsville (TVAH)

Year	SPED	ESL	EB	CTE	ECO Dis	GT	Dyslexia
2022-2023	17.34	5.43	8.83	80.11	56.78	2.41	6.97
2021-2022	16.75	5.3	8.55	46.09	57.70	2.59	6.4

Year	SPED	ESL	EB	CTE	ECO Dis	GT	Dyslexia
2020-2021	16.07	3.88	5.61	No Data	48.47	2.96	5.52
2019-2020	15.13	2.65	3.63	31.18	30.70	1.12	4.22
2018-2019	11.76	2.5	2.75	23.19	35.98	.05	3.54
Year	Hispanic	White	Asian	Amer. Indian	Native Hawaiian	Two or More	
2022-2023	46.49	28.87	1.63	.56	.17	3.9	
2021-2022	48.01	28.15	1.83	.49	.13	4.4	
2020-2021	38.36	38.14	1.28	.49	.11	4.82	
2019-2020	36.32	40.78	1.55	.52	.28	4.03	
2018-2019	38.46	39.75	1.51	.34	.09	5.5	

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teaching staff is not reflective of the student demographics; with races other than Caucasian needing to be represented in teaching staff. **Root Cause:** Less people are going into education and traditional recruiting efforts are not successful. Additionally, teacher pay is lower than larger school districts.

Student Learning

Student Learning Summary

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

District STAAR Performance Data including TVAH																
	Approaches or Above				Comparison 22 vs 23	Meets or Above				Comparison 22 vs 23	Masters or Above				Comparison 22 vs 23	Total # of Students
	2019	2021	2022	2023		2019	2021	2022	2023		2019	2021	2022	2023		
All Tests	77%	66%				49%	40%				23%	16%				513
3rd Math	81%	64%	70%	64%	-6	54%	35%	44%	36%	-8	30%	18%	21%	14%	-7	634
3rd Reading	76%	70%	78%	69%	-9	46%	39%	49%	42%	-7	29%	20%	29%	14%	-15	632
4th Math	72%	54%	54%	53%	-1	47%	33%	36%	32%	-4	28%	21%	22%	13%	-9	862
4th Reading	72%	60%	68%	70%	2	44%	43%	42%	37%	-5	23%	27%	22%	16%	-6	860
5th Math	79%	60%	56%	56%	0	50%	43%	31%	28%	-3	33%	27%	14%	10%	-4	1217
5th Reading	82%	68%	72%	67%	-5	52%	43%	46%	38%	-8	28%	26%	29%	16%	-13	1208
5th Science	69%	58%	53%	48%	-5	49%	36%	34%	24%	-10	28%	16%	18%	11%	-7	1214
6th Math	71%	63%	55%	59%	4	36%	35%	24%	21%	-3	12%	16%	10%	9%	-1	1776
6th Reading	63%	58%	63%	67%	4	35%	28%	32%	37%	5	15%	14%	15%	12%	-3	1790
7th Math	64%	48%	40%	46%	6	35%	18%	16%	21%	5	15%	7%	7%	5%	-2	2583

District STAAR Performance Data including TVA

7th Reading	67%	69%	73%	69%	-4	43%	41%	45%	40%	-5	25%	20%	27%	15%	-12	2631
8th Math	64%	48%	40%	48%	8	35%	26%	14%	17%	3	10%	6%	4%	5%	1	2635
8th Reading	76%	72%	75%	71%	-4	36%	42%	42%	35%	-7	18%	19%	24%	12%	-12	2707
8th Science	65%	64%	49%	45%	-4	32%	37%	18%	18%	0	16%	18%	7%	5%	2	2250
8th SS	53%	50%	35%	48%	13	26%	24%	12%	13%	1	16%	11%	6%	5%	-1	2239
Algebra I	56%	47%	39%	50%	11	28%	20%	16%	14%	-2	16%	11%	9%	6%	-3	4385
Biology	78%	76%	74%	83%	9	44%	36%	38%	36%	-2	16%	9%	14%	9%	-5	3199
US History	91%	87%	85%	92%	7	62%	65%	58%	58%	0	33%	36%	29%	23%	-6	2818
English I	59%	62%	61%	59%	-2	44%	42%	39%	40%	1	5%	7%	5%	6%	1	3876
English II	63%	63%	67%	67%	0	45%	51%	52%	45%	-7	4%	4%	4%	3%	-1	3570

Brick & Mortar STAAR Performance Data

	Approaches or Above				Comparison 22-23	Meets or Above				Comparison 22-23	Masters or Above				Comparison 22-23	Total # of Students
	2019	2021	2022	2023		2019	2021	2022	2023		2019	2021	2022	2023		
3rd Math	92%	87%	84%	80%	4	61%	53%	55%	44%	11	36%	27%	27%	16%	11	385
3rd Reading	83%	83%	87%	81%	6	52%	52%	57%	48	9	35%	29%	34%	16%	18	381
4th Math	88%	80%	86%	83%	3	60%	55%	62%	64	2	37%	35%	38%	29	9	370
4th Reading	83%	80%	85%	87%	2	54%	47%	60%	59	1	30%	24%	32%	28	4	370
5th Math	96%	91%	94%	89%	5	70%	55%	61%	61%	0	49%	35%	29%	26%	3	383

Brick & Mortar STAAR Performance Data

5th Reading	87%	85%	93%	86%	7	62%	60%	70%	60%	10	37%	39%	48%	32%	16	383
5th Science	89%	88%	88%	85%	3	68%	61%	65%	57%	8	40%	29%	36%	30%	6	383
6th Math	88%	89%	89%	90%	5	51%	68%	68%	61	-7	18%	39%	36%	31%	-5	372
6th Reading	74%	77%	82%	88%	6	42%	45%	55%	65	10	19%	25%	29%	28%	-1	372
7th Math	87%	72%	81%	83%	2	56%	37%	56%	62	6	27%	16%	35%	27%	-8	373
7th Reading	83%	80%	84%	88%	4	59%	57%	66%	73	7	36%	31%	50%	42%	-8	373
8th Math	95%	78%	84%	87%	3	72%	53%	61%	67	6	24%	14%	24%	31%	7	281
8th Reading	92%	83%	87%	92%	-4	60%	59%	63%	71	8	33%	32%	42%	43%	1	366
8th Science	87%	81%	80%	83%	-4	61%	59%	50%	61	11	33%	35%	26%	26%	0	366
8th SS	79%	72%	74%	77%	13	52%	45%	38%	45	7	32%	22%	23%	19%	4	366
Algebra I	100%	100%	100%	99%	-1	100%	96%	94%	99%	5	95%	81%	82%	86%	4	85
Algebra I	85%	90%	84%	92%	8	48%	65%	53%	57%	4	22%	34%	29%	22%	-7	332
Biology	92%	92%	93%	96%	3	76%	76%	78%	80%	2	35%	46%	41%	41%	0	358
US History	97%	98%	95%	98%	3	79%	85%	82%	85%	3	49%	60%	50%	46%	-4	321
English I	81%	79%	82%	86%	4	67%	67%	66%	77%	11	18%	13%	16%	26%	10	398
English II	76%	79%	84%	90%	6	59%	67%	70%	80%	10	11%	13%	12%	14%	2	399

TVAH STAAR Performance Data

	Approaches or Above				Compa rison 22 vs 23	Meets or Above				Compa rison 22 vs 23	Masters or Above				Compa rison 22 vs 23	Total # of Student s 2022	Total # of Student s 2023
	2019	2021	2022	2023		2019	2021	2022	2023		2019	2021	2022	2023			
3rd Math	20%	28%	31%	45%	14	8%	6%	13%	10%	-3	4%	3%	3%	2%	-1	131	179
3rd Reading	41%	49%	52%	53%	1	17%	20%	27%	19%	-8	9%	6%	18%	4%	-14	131	179
4th Math	15%	25%	18%	19%	1	4%	8%	7%	5%	-2	0%	5%	4%	1%	-3	323	418
4th Reading	37%	41%	48%	50%	2	12%	17%	21%	14%	-7	5%	8%	10%	4%	-6	322	414
4th Writing	25%	28%				9%	6%				2%	1%					
5th Math	43%	26%	24%	32%	8	10%	8%	6%	10%	4	3%	3%	2%	2%	0	427	665
5th Reading	62%	49%	54%	53%	-1	29%	24%	26%	19%	-7	10%	11%	13%	6%	-7	429	662
5th Science	30%	25%	25%	23%	-2	9%	7%	9%	6%	-3	3%	1%	3%	1%	-2	429	662
6th Math	42%	46%	46%	45%	-1	9%	12%	12%	8%	-4	0%	1%	3%	2%	-1	1341	1130
6th Reading	45%	45%	58%	53%	-5	22%	16%	26%	22%	-4	8%	7%	11%	6%	-5	1340	1137
7th Math	38%	34%	32%	40%	8	10%	7%	8%	13%	5	3%	2%	1%	2%	1	1823	1792
7th Reading	49%	62%	71%	66%	5	25%	32%	41%	33%	-8	13%	14%	22%	10%	-12	1825	1787
7th Writing	46%	50%				20%	13%				5%	2%					
8th Math	44%	30%	32%	49%	17	10%	9%	6%	9%	3	1%	1%	1%	1%	0	1752	2191

TVAH STAAR Performance Data																	
8th Reading	64%	64%	72%	61%	-11	23%	29%	38%	28%	-10	7%	10%	20%	6%	-14	1708	2145
8th Science	47%	52%	43%	73%	30	10%	21%	12%	7%	-5	2%	6%	4%	1%	-3	1879	2359
8th SS	33%	34%	27%	76%	49	6%	9%	7%	8%	1	3%	3%	3%	2%	-1	1869	2360
Algebra I	35%	37%	31%	42%	11	9%	9%	8%	7%	-1	4%	4%	4%	2%	-2	2296	3635
Biology	69%	73%	66%	80%	14	23%	28%	22%	29%	7	2%	2%	3%	4%	1	899	2208
US History	87%	84%	83%	92%	9	50%	59%	54%	55%	1	22%	30%	25%	20%	-5	1621	2282
English I	44%	58%	57%	56%	-1	24%	38%	38%	34%	-4	2%	3%	5%	3%	-2	2222	3478
English II	55%	60%	65%	64%	-1	35%	40%	48%	39%	-9	2%	2%	3%	1%	-2	2024	3171

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

African American, 2+ races, Hispanic populations are below other student populations. Special Education (though they made progress) will continue to be priorities in Reading and Math. Emergent Bilingual progress on TELPAS will be a focus for the district and each campus. Each campus will also have their 2 priority sub-populations.

Which sub-population groups are making progress?

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

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

SMART Walks, CPT, Data Meetings, PH, 4 year planning with counselors, interventions, HB4545 tutorials, professional development for instructional strategies that are geared towards students in poverty and bilingual students

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students not in poverty continue to outperform other races on state testing. **Root Cause:** Instructional strategies are not meeting the needs of students in

poverty.

District Processes & Programs

District Processes & Programs Summary

HISD acts, in all things, as a Professional Learning Community. Based on perceptions from staff, these practices are strong across the district. According to perceptions from staff, HISD has a strong service model for our students in special programs. Staff feel positively about the district's RtI/MTSS procedures, with the exception of behavior RtI/MTSS.

Areas of growth for the district would be STEAM in grades K-8. There are concerns about how to serve EL newcomers and the growing dyslexia population. There are also concerns of applicant pools for teaching staff.

Professional development is planned through examining data and consulting with stakeholders. Principals have input into P.D. during Instructional Leadership Team meetings and teachers have input through their SBD and lead teacher teams. All staff was sent a survey from the district level in early spring to gather input specifically to HISD and to design a "mini-conference" for the August 2023 return.

A K-6 Behavior Specialist position is being added in 2023-2024 due to a growing need to align campus practices and PBIS strategies. Having a dedicated facilitator has been a need for some time.

Perceptions

Perceptions Summary

The majority of stakeholders report very positive feelings about the district, student learning, and business/fiscal endeavors. All campus surveys resulted in positive findings for student learning. Some campuses have identified areas where communication could be improved, including communication regarding safety drills and expectations to parents.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 23, 2023

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

Performance Objective 1: Reading Improvement -

Grade 3 : 60% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 75%)

All Grades: 100% of students will show growth in the area of reading and Meets/Masters will rise by 5% for all students at each campus.

High Priority

Evaluation Data Sources: STAAR

Local Common Formative Assessments

RtI and Intervention Data

Circle

TX-KEA




TPRI









K-5 use F&P BAS







NWEA (for TVAH)


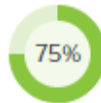



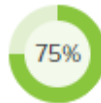




4-English II use STAAR and/or ISIP

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Train all K-6 teachers in Navigating the Literacy Block with new guidelines from HB1605. Strategy's Expected Result/Impact: All students reading on grade level Classroom intervention in a timely manner Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators District Reading Specialist	Formative		
	Oct	Jan	Apr
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Train all K-4 teachers in small group instruction using our phonemic awareness and phonics programs. Strategy's Expected Result/Impact: Growth for all students in Reading Implementation of strategies in classrooms Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators District Reading Specialist	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Elementary lead teachers will plan together for each nine weeks with district support. Strategy's Expected Result/Impact: Decrease in referrals to intervention Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators District Reading Specialist	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: All students will get the remediation required through in class supports, enrichment, and/or intervention. Strategy's Expected Result/Impact: Accelerated learning All students on grade level Increase in state assessments Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators District Reading Specialist	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: District level Reading Specialist will coordinate K-8 schoolwide initiatives, including targeted intervention, Reading Academies, professional development, and CIA support. Strategy's Expected Result/Impact: All students on grade level All students showing growth Fewer dyslexia/dysgraphia referrals Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator TVAH Administrators District Reading Specialist	Formative		
	Oct	Jan	Apr
			

Strategy 6 Details	Formative Reviews		
Strategy 6: District and Campus Instructional Leadership Team will review data at least quarterly as a team and individually with principals, including Individual Student Growth Plans. Strategy's Expected Result/Impact: Growth for all students Increase in state assessments Staff Responsible for Monitoring: Asst. Supt. of Learning Dir. of Special Education Dir. of Spec/Fed Programs TVAH Coordinator Assessment Coordinator Campus Principals	Formative		
	Oct	Jan	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Support teachers in the use of guided reading at the appropriate stage of reading comprehension. Continue to train teachers in small group instruction. Strategy's Expected Result/Impact: Growth for all students in Reading Implementation of strategies in classrooms Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators District Reading Specialist	Formative		
	Oct	Jan	Apr
			
Strategy 8 Details	Formative Reviews		
Strategy 8: District assessments will be written at grade level standards and provided for campuses. Data from these assessments will be used to adjust instruction as needed. Strategy's Expected Result/Impact: Decrease in referrals to intervention Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators Lead teachers	Formative		
	Oct	Jan	Apr
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Students in grades K-8 will be screened at least twice per year and data from this screening instrument will be used to target specific skills for students needing intervention. TxKEA: Kindergarten, BOY and EOY. TPRI: 1st grade, BOY and EOY IReady: 2nd-8th, BOY, MOY, and EOY Strategy's Expected Result/Impact: Accelerated learning All students on grade level Increase in state assessments Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators District Reading Specialist	Formative		
	Oct	Jan	Apr
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Reading Academy K-3 initiative will continue with any newly hired teachers that are untrained. Strategy's Expected Result/Impact: All students on grade level All students showing growth Fewer dyslexia/dysgraphia referrals Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator TVAH Administrators District Reading Specialist	Formative		
	Oct	Jan	Apr
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Evidence of Reading Academy training in lesson plans and walkthrough data Strategy's Expected Result/Impact: Growth for all students Increase in state assessments Staff Responsible for Monitoring: Asst. Supt. of Learning Dir. of Special Education Dir. of Spec/Fed Programs TVAH Coordinator Assessment Coordinator Campus Principals	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Math Improvement:

Grade 3: 60% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 75%)






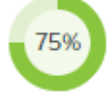
All Grades: 100% of students will show growth in the area of math and Meets/Masters will rise by 5% for each campus.


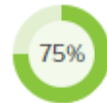

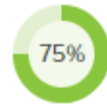

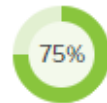



High Priority








Evaluation Data Sources: STAAR

Local Formative Assessments

RtI and Intervention Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Intentional problem solving, Number Talks, iReady universal screening and intervention, targeted enrichment Strategy's Expected Result/Impact: Growth for all students in mathematics Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continued professional development, coaching, instructional support by outside consultant(s). Strategy's Expected Result/Impact: Growth for all students in mathematics. Instructional strategies evident through T-TESS observations Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: District and Campus Instructional Leadership Team will review data at least quarterly as a team and individually with principals, including Individual Student Growth Plans. Strategy's Expected Result/Impact: Growth for all students Increase in state assessments Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator TVAH Administrators	Formative		
	Oct	Jan	Apr
			







Strategy 4 Details	Formative Reviews		
Strategy 4: IReady Screening will be administered to all students 2-8. Data from this screening instrument will be used to target specific skills for students needing intervention. Strategy's Expected Result/Impact: Growth for all students in mathematics Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Elementary lead teachers will plan together for each nine weeks with district support. Strategy's Expected Result/Impact: Growth for all students in mathematics. Instructional strategies evident through T-TESS observations Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators Lead Teachers	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Focus on K-2 classrooms utilizing manipulatives for conceptual learning. Strategy's Expected Result/Impact: Growth for all students Increase in state assessments Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators	Formative		
	Oct	Jan	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: All teachers K-8 will be trained on the implementation of our math curriculum and lessons will be modeled as needed. Strategy's Expected Result/Impact: Growth for all students in mathematics Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators	Formative		
	Oct	Jan	Apr
			











Strategy 8 Details	Formative Reviews		
Strategy 8: Campus administrators are provided "look for" checklists from our math consultant to help monitor and support implementation of the math curriculum. Strategy's Expected Result/Impact: Growth for all students in mathematics. Instructional strategies evident through T-TESS observations Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators	Formative		
	Oct	Jan	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

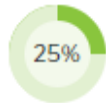



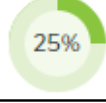
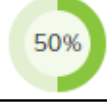




Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 3: Performance Objective 3: College, Career, and Military Readiness will increase from 78% to 88% (state results) in 2024 (five year goal is 90%) through meeting one of the TSDS PEIMS indicators.

Evaluation Data Sources: CCMR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor systems for college readiness exam administration. Strategy's Expected Result/Impact: The number of students meeting at least one college readiness indicator through SAT will increase. Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator TVAH Administrators CCMR Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure Texas Success Initiative (TSI) readiness of students by assessing and intervening systematically. (100% brick and mortar, 50% TVAH) Strategy's Expected Result/Impact: An increased number of students will be TSI complete by the time they become seniors in high school. Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator TVAH Administrators CCMR Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase job site options in the community for 18+ Program by two job sites. Strategy's Expected Result/Impact: Increase scope of job skills and provide variety. Increase community support and awareness. Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education	Formative		
	Oct	Jan	Apr
			









Strategy 4 Details	Formative Reviews		
Strategy 4: Enrollment in CTE dual credit coursework will increase by 3% in the 2023-2024 school year and will obtain skills necessary to obtain entry level employment. Strategy's Expected Result/Impact: Students prepared for employment, internship, etc. Staff Responsible for Monitoring: Assistant Superintendent Director of CTE CCMR Coordinator Assessment Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: The percentage of students receiving CTE certifications (includes local, state , and federal certifications) will increase 5%. Strategy's Expected Result/Impact: Meet CCMR requirements and graduation requirements. Students ready to enter the workforce. Staff Responsible for Monitoring: Assistant Superintendent Director of CTE Assessment Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: CTE will develop 5 new business and industry partners in the Longview area by the end of the 2023-2024 school year. Strategy's Expected Result/Impact: Increased opportunities and variety for students. Community support and awareness. Staff Responsible for Monitoring: Assistant Superintendent Director of CTE	Formative		
	Oct	Jan	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Campus and district-level special education staff will assist parents and students age 14 and older in developing individualized transition plans consistent with student strengths. Strategy's Expected Result/Impact: ARD committee transition plans will be consistent with a child's specific strengths in order to plan for their future success after public education. Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education	Formative		
	Oct	Jan	Apr
			







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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of Homeless , Foster Care, and Pregnancy Related service students will receive appropriate services based on requirements and needs. Provide services such as transportation, supplies, school fees, childcare, and free/reduced lunch services for homeless/foster/parents students. Strategy's Expected Result/Impact: All students in these categories will receive the supports they need to be successful. Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Counselors Campus Nurses	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: At-Risk Initiative programs in grades 8-10 Strategy's Expected Result/Impact: Reduced behavior and failure rates Increased graduation rates Staff Responsible for Monitoring: Director of Special/Federal Programs Campus Principal Campus Counselor	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Follow the TEA approved Dyslexia handbook. Strategy's Expected Result/Impact: Students with dyslexia will progress in the curriculum Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Campus Dyslexia Specialists	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students in danger of failing or students having lost credit (grades 9-12) will be identified through RtI/MTSS for Intervention/ Credit Recovery. Strategy's Expected Result/Impact: Intervention reports will show progress for each student (iReady, Apex, Read 180, edgenuity, etc) Staff Responsible for Monitoring: Assistant Superintendent Campus Principals	Formative		
	Oct	Jan	Apr
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Counselors will follow district system for identifying students At-Risk based on the 14 state criteria. Strategy's Expected Result/Impact: All students at-risk identified and served Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Campus Counselors	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: HISD will provide summer programing for credit recovery, English Learners in PK-4, those that do not meet minimum standards on state assessments, and those that need further intervention and support based on local criteria. Strategy's Expected Result/Impact: Accelerated instruction Students meeting grade level expectations All students meeting growth expectations Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Campus Principals	Formative		
	Oct	Jan	Apr
	N/A	N/A	
Strategy 7 Details	Formative Reviews		
Strategy 7: HISD Support Services administrator will follow district system for identifying students and working with families to ensure attendance and graduation. Strategy's Expected Result/Impact: Student attendance will improve All credits earned/recovered Student will graduate Staff Responsible for Monitoring: Human Resource Director PEIMS Director Attendance Officer Campus Principals Campus PEIMS/Registrars	Formative		
	Oct	Jan	Apr
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Students identified At Risk due to not meeting early reading, not meeting STAAR minimum standards or are in danger of failing or students having lost credit (grades PK-8) will be identified through RtI/MTSS for Intervention/Credit Recovery. Strategy's Expected Result/Impact: Intervention reports will show progress for each student (iReady, Apex, Read 180, edgenuity, etc) Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Intervention Teachers Counselors	Formative		
	Oct	Jan	Apr
			



No Progress



Accomplished



Continue/Modify





Discontinue

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

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

Evaluation Data Sources: National Merit Designation
PSAT/SAT scores
ACT scores
AP test scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Students identified as Gifted and Talented will be served in their classrooms by a certified GT teacher in grades K-12. Additionally, they will receive additional GT time with the GT coordinator in grades K-5 and GT campus specialists grades 6-8. Focus will be on expanding learning opportunities and deeper thinking. Strategy's Expected Result/Impact: GT students will collaborate with one another and expand their learning Growth in assessment Top tier PSAT scores in 8th grade Staff Responsible for Monitoring: Director of Federal/Special Programs GT coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide ACT/SAT Bootcamp outside the school day to students free of charge prior to testing. Strategy's Expected Result/Impact: More students taking the exams Students scoring higher on exams Staff Responsible for Monitoring: Assistant Superintendent Campus Principal GT Coordinator SAT/ACT instructor	Formative		
	Oct	Jan	Apr
	N/A	N/A	
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide extended after school and/or summer learning opportunities that focus on STEAM skills; targeting high achieving students with priority given to those that are of low socioeconomic status. Strategy's Expected Result/Impact: Well Rounded educational opportunities More students scoring in the higher percentiles of state testing Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs GT Coordinator	Formative		
	Oct	Jan	Apr
	N/A	N/A	



No Progress



Accomplished



Continue/Modify














Discontinue

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

Performance Objective 6: Students that are Emergent Bilingual that take TELPAS will meet growth indicators towards English Language Proficiency. District and all campuses will meet their state goals.

Evaluation Data Sources: TELPAS
Local assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Student scoring less than advanced will receive pull out services from bilingual personnel and data reviewed monthly for progress and need for further intervention. Strategy's Expected Result/Impact: TELPAS growth for all students Reading on reading level Staff Responsible for Monitoring: Director of Federal/Special Programs Campus EB Teachers Campus Principals	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Parent meeting at least once per semester for just bilingual parents to train on resources and build relationships between home and school. Strategy's Expected Result/Impact: Increased student performance Increased parent participation in academics Staff Responsible for Monitoring: Director of Federal/Special Programs Campus EB Teachers Campus Principals	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of teachers trained in SIOP strategies by the end of 2023-2024. Strategy's Expected Result/Impact: Evidence of Listening, Speaking, Reading, and Writing in all courses. Student growth on TELPAS and Summit K12 assessments. Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Campus EB Coordinators Teachers	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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










Evaluation Data Sources: STAAR scores

local assessment data

stakeholder survey

Intervention data





Technology data

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor local data at least quarterly for intervention and resources needed. Ensure technology is available to these students as a priority. Strategy's Expected Result/Impact: All students will make academic growth. Staff Responsible for Monitoring: Assistant Superintendent Assessment Coordinator Director of Federal/Special Programs Director of Technology Campus principals	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide transition to kindergarten services to students in early childhood education. Research a parental engagement program to be implemented in 2023-2024. Strategy's Expected Result/Impact: Early childhood students on level entering kindergarten Parents engaged throughout the educational K-12 experience Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals (elementary)	Formative		
	Oct	Jan	Apr
	N/A	N/A	
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide at least 1 training for staff working with students in poverty. Strategy's Expected Result/Impact: Increased state assessment scores Staff Responsible for Monitoring: Assistant Superintendent Campus principals	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Survey results
PD sign in/evaluations







Strategy 1 Details	Formative Reviews		
Strategy 1: Provide on-going, quality professional development for teachers, campus administrators, and district administrators that align with priority areas identified through the comprehensive needs assessment and data review. Including participation in training offered by ESC 7 co-ops and other professional organizations that align with identified needs Strategy's Expected Result/Impact: Increased learning Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: HISD will provide PD focusing on identified areas of need for 2023-2024 (Tier 1 PBIS classroom management, virtual learning, PLC processes, ELA and math evidenced based practices, writing across curriculums, Dyslexia assessment and instruction, 504 law, classroom management, reducing severe behaviors, social emotional learning, new teacher mentors, and administrator evaluation practices (power walks), etc.) Strategy's Expected Result/Impact: 100% of staff trained Evidence in classrooms through T_TESS and Powerwalks Student growth Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Through TCLAS Grant, offer assistance with undergraduate degrees and/or certificates to up to 6 paraprofessionals. Strategy's Expected Result/Impact: Fill vacant teaching positions Staff Responsible for Monitoring: Director of Human Resources	Formative		
	Oct	Jan	Apr
	N/A	N/A	
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

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

Performance Objective 2: Continue monitoring ways to increase staff salary and compensation plans; work to provide numerous selections for employees that can reduce health care costs, save money and plan for the future.







Evaluation Data Sources: Salary schedules
Benefit trends

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

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

Performance Objective 3: Seek methods to encourage and assist staff in improving their physical and mental health by developing partnerships and fitness/health opportunities inside and outside the district.








Evaluation Data Sources: HR wellness records








Strategy 1 Details	Formative Reviews		
Strategy 1: District will compile data about different options for gym memberships for employees. Strategy's Expected Result/Impact: Employees will have choices Staff Responsible for Monitoring: Director of Human Resources Benefits Specialist	Formative		
	Oct	Jan	Apr
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 4: HISD will maintain 100% qualified staff, through state certification or district of innovation qualifications.

Evaluation Data Sources: HR records
TEA records







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










Strategy 4 Details	Formative Reviews		
Strategy 4: CTE will recruit and hire certified personnel when possible. For any position that is considered "high-demand" or "high need", these individuals will be hired on a Local School District Permit and will be required to complete district professional development activities within the first year of employment. Strategy's Expected Result/Impact: Certified teachers in classrooms Increased student performance Staff Responsible for Monitoring: Director of Human Resources Director of CTE Campus principals	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Recruit and hire certified bilingual staff to serve the growing bilingual population. Strategy's Expected Result/Impact: implementation of bilingual program; no need to apply for bilingual waiver Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Human Resources Campus Principals	Formative		
	Oct	Jan	Apr
	N/A	N/A	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







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

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

Evaluation Data Sources: Discipline reports through Skyward

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a Discipline Alternative Education Program (DAEP), with data analysis and a transition plan coordinated with the campus DAEP liaison. Strategy's Expected Result/Impact: Lower percentage of recidivism Proper intake/outtake meetings Goal setting meetings and review while in DAEP setting consultation with district licensed professional counselor while in DAEP and after release Staff Responsible for Monitoring: Director of Human Resources Campus Principals District LPC Coordinator of Student Services	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Consistent implementation of character ed curriculum. (Social/Emotional Learning-ESSA) Strategy's Expected Result/Impact: Lessons to include: suicide prevention, conflict resolutions, violence prevention, substance abuse prevention, human trafficking, healthy relationships Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Campus Counselors	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Clearly defined and communicated Positive Behavioral Interventions and Supports (PBIS) at each campus. Strategy's Expected Result/Impact: Team CPI trained Coordination between behavior assistants Systematic checklist aligned with behavior goals and a process for routine evaluation Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education Campus Principals LSSP	Formative		
	Oct	Jan	Apr
			









Strategy 4 Details	Formative Reviews		
Strategy 4: Provide explicit strategies to Behavior Redirectionists for modeling desired behaviors and to deescalate responses of students in order to return or maintain attendance in the classroom . Promote and support implementation of "calming corners" or alternative, but similar areas for decompression/self-regulation opportunities for students into PreK-6 classrooms. Strategy's Expected Result/Impact: Decrease in disruptive behaviors to the classroom Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education Elementary Behavior Specialist Campus Principals	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Consistent implementation of student code of conduct and quarterly data reviews at the campus level to evaluate trends and interventions. Strategy's Expected Result/Impact: Decrease behavior referrals; major and minor Staff Responsible for Monitoring: Assistant Superintendent Campus Principals	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: All staff trained on Bullying and Harassment, including new guidance on Title IX protocol, thus decreasing incidences of both. Strategy's Expected Result/Impact: Student allegations will be properly investigated and handled at the campus level. Staff allegations will be properly investigate and handled at the level appropriate to the case. Staff Responsible for Monitoring: Assistant Superintendent Director of Human Resources Director of Federal/Special Programs Campus Principals	Formative		
	Oct	Jan	Apr
			
Strategy 7 Details	Formative Reviews		
Strategy 7: In HISD, dating violence is not tolerated. Allegations should immediately be reported to campus administration, who will notify involved parties. Guidelines are found in the HISD Handbook. Training for all staff is required and training for students, grades 6-12, will be imbedded in SEL curriculum. Strategy's Expected Result/Impact: Students will report incidences Notifications sent to all parties Staff Responsible for Monitoring: Campus Administrators Director of Special Programs (Title IX compliance) Campus Counselors	Formative		
	Oct	Jan	Apr
			

Strategy 8 Details		Formative Reviews		
Strategy 8: Teach, integrate, and model common knowledge and practice of Tier 1 PBIS strategies for instruction to all PreK-6 grade level teachers Strategy's Expected Result/Impact: Decrease in office referrals Staff Responsible for Monitoring: Assistant Superintendent Elementary Behavior Specialist Campus Principals		Formative		
		Oct	Jan	Apr
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: Improve student awareness of the danger of drugs and alcohol, while simultaneously implementing systematic methods to mitigate these substances on or near any HISD campus.

Evaluation Data Sources: Skyward discipline reports
SEL curriculum









Strategy 1 Details	Formative Reviews		
Strategy 1: Implement lessons in grades 4-12 to include vaping and drug/alcohol awareness. Tiered level of supports to include education and counseling to students and families. Strategy's Expected Result/Impact: Decrease in disciplinary referrals due to vaping, drugs, and alcohol. Increase involvement by local SHAC and District School Resource Officers in combating these issues Community awareness and support Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Chief of Police	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide vape detectors to campuses with high incidences of vaping Strategy's Expected Result/Impact: decrease in vaping incidences; thus resulting in decreased DAEP placement Staff Responsible for Monitoring: Superintendent Coordinator of Student Services Campus principals Campus SRO teams	Formative		
	Oct	Jan	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 3: Safe Supportive School teams will be trained and meet at least quarterly to review data and trends.

High Priority









Evaluation Data Sources: SSSP threat assessment data
Discipline data
Bullying/Harassment reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Data is entered into the safety data management system for PASS assessments, student surveys, bullying, self harm, threat assessments, etc. and kept up to date. Strategy's Expected Result/Impact: Ability to identify students in need of assistance and provide support in a timely manner Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of assessment District LPC Elementary Behavior Specialist Coordinator of Student Services Campus Principals Assistants Principals Counselors	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Regular meetings will include at least one district level meeting and one campus level meeting per semester. Strategy's Expected Result/Impact: Increased awareness of emergency operations and safety concerns Staff Responsible for Monitoring: Superintendent Chief of Police Campus Principals Campus SRO teams	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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









Evaluation Data Sources: Financials
Monthly reports

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

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

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








Evaluation Data Sources: Budget reports
Board reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet on a monthly basis with HISD's TVAH team to discuss budget and special population numbers. Strategy's Expected Result/Impact: Accurate budgeting Staff Responsible for Monitoring: CFO TVAH Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Meet on a monthly basis with K12's financial team to discuss budget and special population numbers. Strategy's Expected Result/Impact: Accurate budgeting Staff Responsible for Monitoring: Superintendent CFO TVAH Administration	Formative		
	Oct	Jan	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 1: Update and better align planning for prioritized future facilities projects, based on an updated long range facility plan.

Evaluation Data Sources: Long range plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Use enrollment projections to determine our needs for future growth. Staff Responsible for Monitoring: Asst. Supt. Director of Maintenance Campus principals	Formative		
	Oct	Jan	Apr
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborate with Hallsville mayor on community needs, including roadwork and traffic. Strategy's Expected Result/Impact: Increased relationship Facilities meet community needs Community facilities meet school needs Staff Responsible for Monitoring: Asst. Supt. Director of Maintenance Campus principals	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Collaborate with campus principals and designated campus teams. Strategy's Expected Result/Impact: Campus needs met and prioritized Staff Responsible for Monitoring: Asst. Supt. Director of Maintenance Campus principals	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Coordinate with Facilities Director and Project Manager monthly to monitor bond project progress and costs to ensure proper allocation of bond budgets within and across related fiscal years. Implement a list of successful bond projects on time and under budget. Strategy's Expected Result/Impact: All things prosed in the 2019 bond completed under budget Staff Responsible for Monitoring: Superintendent Asst. Supt. CFO	Formative		
	Oct	Jan	Apr
			



No Progress



Accomplished



Continue/Modify













Discontinue

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

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

Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Use district SRO's and local municipalities to ensure that all facilities meet current codes/regulations, including any safety grant projects. Strategy's Expected Result/Impact: No accidents Safe schools Staff Responsible for Monitoring: Superintendent Director of Maintenance Chief of Police Director of Technology	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campuses submit a list of needs to the district maintenance director who will work with the Superintendent to prioritize those needs. Strategy's Expected Result/Impact: Campus safety and security Aesthetically pleasing buildings Staff Responsible for Monitoring: Superintendent Director of Maintenance Campus Principals	Formative		
	Oct	Jan	Apr
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: Comply with all safety checks and regulations. Anything involving an exterior door or other safety measure should be priority. Strategy's Expected Result/Impact: Safe and Secure campuses and facilities Staff Responsible for Monitoring: Superintendent Dir. of Maintenance Dir. of Technology Chief of Police Campus Principals	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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





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







Evaluation Data Sources: HISD PD schedule

Data use on google classroom

Classroom walkthrough data

Outcomes that align with TEKS





Strategy 1 Details	Formative Reviews		
Strategy 1: Funds will be allocated to ensure each campus remains 1:1 in core classes. Strategy's Expected Result/Impact: All students that need a device for home learning will have one. Technology integration in classrooms will increase as evident in classroom observations. Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Innovation Campus Principals	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: PD will be provided district-wide to support blended learning (3,5,7), digital media specialists (librarians), Google Classroom/LMS, and technology integration; including conferences both virtually and in person. Strategy's Expected Result/Impact: Students will be introduced to Google Classroom and online resources from day 1 of instruction. Staff Responsible for Monitoring: Assistant Superintendent Director of Technology Director of Innovation Campus Principals Assessment Coordinator	Formative		
	Oct	Jan	Apr
			







Strategy 3 Details	Formative Reviews		
Strategy 3: Librarians will be trained to provide opportunities for digital literacy skills to students that improve academic achievement and support teachers in the classroom. Strategy's Expected Result/Impact: Librarians will be digital media specialists Improved academic achievement on STAAR and local assessments Support of the blended classroom model Staff Responsible for Monitoring: Assistant Superintendent Director of Innovation Campus Principals Campus Librarians	Formative		
	Oct	Jan	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

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

Evaluation Data Sources: Newsletters
Websites
Open Meetings
Event Flyers
Agendas






Strategy 1 Details	Formative Reviews		
Strategy 1: Each campus will create and distribute a monthly communication to stakeholders to keep everyone abreast of campus events and student achievement. Strategy's Expected Result/Impact: Stakeholder involvement Positive perception of schools Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide quarterly office newsletter highlighting district events and "happenings." Strategy's Expected Result/Impact: Positive image of district Increase in those willing to volunteer Increase community support of volunteer efforts Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator	Formative		
	Oct	Jan	Apr
			




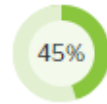


Strategy 3 Details	Formative Reviews		
Strategy 3: Weekly post on at least 1 social media platform highlighting a positive/current event on campus. Strategy's Expected Result/Impact: Increased social media presence Positive image of school from stakeholders Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator	Formative		
	Oct	Jan	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			







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

Performance Objective 2: 90% of all students' parents/guardians/family will participate in at least one school sponsored academic activity for/with their children

Evaluation Data Sources: Sign-In sheets
Parent Survey
Signed Parent Compact

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide communication in a language parents understand. Strategy's Expected Result/Impact: Increase parental engagement Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Hold annual Title I parent information night in the fall of 2023, including the distribution of Parent Engagement Policy and the School-Parent Compact. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct parent meetings to discuss high school transitions, higher education opportunities, financial aide, and the need for making informed curriculum choices as students register for high school. Strategy's Expected Result/Impact: Increased CCMR rates Increased graduation rates Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Conduct parent meetings to discuss transitions from elementary to intermediate and intermediate to jr. high. Strategy's Expected Result/Impact: Increased graduation rates Staff Responsible for Monitoring: Assistant Superintendent Campus Principals	Formative		
	Oct	Jan	Apr
	N/A	N/A	
Strategy 5 Details	Formative Reviews		
Strategy 5: Literacy Bus will be developed by summer 2024 and will make weekly visits within the HISD border. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs HISD Parent Liaison	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Offer services for adult ESL classes at at least one HISD location, including access to materials and childcare to remove barriers. Strategy's Expected Result/Impact: Bilingual engagement Opportunities to better communicate with families Staff Responsible for Monitoring: Director of Federal/Special Programs	Formative		
	Oct	Jan	Apr
			

Strategy 7 Details	Formative Reviews		
Strategy 7: Facilitate district parental engagement with the assistance of parent engagement liaison. Parent engagement liaison will oversee at least one engagement opportunity per marking period. Strategy's Expected Result/Impact: Increased social media presence Increased parent participation Staff Responsible for Monitoring: Director of Federal/Special Programs	Formative		
	Oct	Jan	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,886,519.25

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

SCE Funds are allocated towards the following goals: Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement) Goal 3: HISD will strengthen our comprehensive programs related to safety, discipline and culture on all campuses, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture) Goal 5: HISD will foster and create safe, efficient and sustainable learning environments for all students and staff. (Facility and Infrastructure Improvements) Goal 6: HISD will develop innovative and sustainable infrastructure and network solutions that will serve the needs of our students and staff in a 21st Century learning environment. (Technology) Goal 7: HISD will strive to connect and engage with all community stakeholders and foster a culture of transparency and accessibility with all patrons. District Level allocations: At-Risk Student Services Coordinator - \$60,607 Materials/Supplies to support district at-risk initiatives - \$8,450 2024 Summer Learning - \$23,000 DMAC/LPAC/Translations - \$5,500 Personnel for 504 extra duty- \$4,164 Campus/Program Allocations: East Elementary - \$294,812.88 Funds are used for 4.25 FTEs, including academic intervention, behavior intervention, and Pre-K - \$210,946.63 Extra duty pay for 504 duties and dyslexia assessments - \$7,000 Supplies and materials to support At Risk students - \$76,500 North Elementary - \$343,314.19 Funds are used for 5.48 FTEs, including academic intervention, behavior intervention, and Pre-K - \$232,694.38 Extra duty pay for 504 duties and dyslexia assessments - \$7,000 Supplies and materials to support At Risk students - \$82,240 West Elementary - \$317,587.76 Funds are used for 5 FTEs, including academic intervention, behavior intervention, and Pre-K - \$233,286.23 Extra duty pay for 504 duties and dyslexia assessments - \$7,000 Supplies and materials to support At Risk students - \$76,915 Intermediate - \$266,858.37 Funds are used for 2.96 FTEs, including academic intervention and behavior intervention- \$171,871.89 Extra duty pay for 504 duties and dyslexia assessments - \$6,500 Supplies and materials to support At Risk students - \$89,780 Jr. High - \$140,342.57 Funds are used for .67 FTEs, including academic intervention- \$44,553.68 Extra duty pay for 504 duties and dyslexia assessments - \$6,250 8th Grade Initiative extra duty pay - \$7,500 Supplies and materials to support At Risk students - \$84,160 High School - \$156,381.24 Funds are used for 1.24 FTEs, including academic intervention and credit recovery - \$34,813.08 Extra duty pay for 504 duties and dyslexia assessments - \$4,749 9th and 10th Grade Initiative extra duty pay - \$8,250 Supplies and materials to support At Risk students - \$107,867 DAEP - \$266,500.95 Funds are used for 4.4 FTEs, including academic intervention, behavior intervention - \$246,500.95 Extra duty pay for DAEP campus facilitators- \$10,000 Supplies and materials to support At Risk students - \$20,000

District Education Improvement Committee

Committee Role	Name	Position
District-level Professional	Amy Whittle	Chair, ESSA, Special/Federal Programs
Parent	Lynsey Lack	Parent - Elementary, Special Programs
Parent	Lauren Bresch	Parent - Secondary, Special Programs
Parent	Esmarelda Barron	Parent - Secondary, Special Programs
Community Representative	Jesse Casey	Community, Title IV
Community Representative	Martha Dalby	Community Member
Business Representative	Matt Folmar	Business
Business Representative	Kandi Horn	Business, CTE
Business Representative	Jennifer Gillaspie	Business, Post Secondary, Educator Prep.
Non-classroom Professional	Rakel Paul	East Assistant Principal
Non-classroom Professional	Cari Bailey	North Assistant Principal
Non-classroom Professional	Andrea Brandon	West Assistant Principal
Non-classroom Professional	Amber Wineinger	Intermediate Assistant Principal
Non-classroom Professional	Nicole Williams	Jr. High Dean of Instruction
Non-classroom Professional	Amanda Clark	High School Dean of Instruction
Non-classroom Professional	Stasha McKinney	TVAH Assistant Coordinator
District-level Professional	Shauna Hittle	Assistant Superintendent
District-level Professional	Randi Dunn	Director of Assessment & Accountability
District-level Professional	Gaw Kathy	Director of CTE
District-level Professional	Amy Collins	Director of Special Education
Classroom Teacher	Martha Ruff	Teacher, ESL
Classroom Teacher	Katie Marshall	Teacher, Special Education
Classroom Teacher	Scott Sandvik	Teacher, CTE
Classroom Teacher	Karli Bumpas	Teacher, Fine Arts
Classroom Teacher	Jennifer Nelson	Teacher, Dyslexia
Classroom Teacher	Debbie Staggs	Teacher, Intervention
Classroom Teacher	Lori Bonner	Teacher, East 1

Committee Role	Name	Position
Classroom Teacher	Melissa Cernosek	Teacher, East 2
Classroom Teacher	Taylor Angst	Teacher, East 3
Classroom Teacher	Iliana Hernandez	Teacher, East 4
Classroom Teacher	Megan Sorgee	Teacher, North PK/K
Classroom Teacher	Martha Napier	Teacher, North 1
Classroom Teacher	Elisabeth Mobley	Teacher, North 2
Classroom Teacher	Haley Sanford	Teacher, North 3
Classroom Teacher	Katie Gage	Teacher, North 4
Classroom Teacher	Nicole Horne	Teacher, West PK/K
Classroom Teacher	Ashley Comer	Teacher, West 1
Classroom Teacher	Sierra Hielan	Teacher, West 2
Classroom Teacher	Susan White	Teacher, West 3
Classroom Teacher	Rosemary Parker	Teacher, West 4
Classroom Teacher	Tamara Monroe	Teacher, Intermediate 5
Classroom Teacher	Lindsey Harkey	Teacher, Intermediate 6
Classroom Teacher	Dolnye Plagge	Teacher, Jr. High 7
Classroom Teacher	Melissa Mayes	Teacher, Jr. High 8
Classroom Teacher	Kara Smith	Teacher, High School science
Classroom Teacher	Christine Whatley	Teacher, High School SS
Classroom Teacher	Sarah Alexander	Teacher, High School math
Classroom Teacher	Austin Whitehead	Teacher, High School SS
Classroom Teacher	Rebecca Hicks	Teacher, TVAH elementary
Classroom Teacher	Angel Castaneda	Teacher, TVAH elementary
Classroom Teacher	Elizabeth Crawford	Teacher, TVAH middle
Classroom Teacher	Megan Bone	Teacher, TVAH HS
Classroom Teacher	Miriam Cooper	Teacher, TVAH HS
Classroom Teacher	Kelly Russell	Teacher, TVAH middle

DEIC Subcommittee

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

Addendums

Hallsville ISD 2023-2024 Migrant Education Addendum

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

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	LEA and ESC Migrant Contacts	September, 2023 and April, 2024	District data, plan	Certificate, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	LEA and ESC Migrant Contacts	September, 2023 and April, 2024	Action Plan Templates, PowerPoint	Certificate, PFS Action Plan Template and ID&R Action Plan Template

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

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

Complete Electronic Certificate of Eligibility (ECOE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	ECOE	Completed ECOE
Review ECOEs	Reviewer reviews ECOE and SDF, returns ECOE and SDF to recruiter if additional information is needed, then submits to Texas New Generation System (TX-NGS) Terminal Site for entry into TX-NGS.	Recruiter, Reviewer, TX-NGS data entry personnel	Within 7 days of parent signature.	ECOE	Completed ECOE with 2 signatures and TX-NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2023- November 1, 2023. For 2 yr old turning 3, on or after 3rd birthday	ECOE, School records	Updated ECOE, parent signature, TX-NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the ECOE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into TX-NGS.	ECOE, letter	District's receipt of letter

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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Maintain a strong system of Quality Control	Eligibility Review-Forward ECOEs with more than one comment to ESC for review. Follow protocol for ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of ECOEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2023	TX-NGS forms	Completed TX-NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	ECOE's	ECOE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2024	ECOE's, TEA guidance	TEA report

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

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

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Districts	September - October 2023	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Districts	November, 2023	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