

Hallsville Independent School District
Hallsville Intermediate
2018-2019 Campus Improvement Plan



Mission Statement

Hallsville Intermediate promotes excellence by building a culture that believes in the work that we do and in the importance of being a family, designing instruction that provides an equitable and world-class education for each and every child, and developing and deepening relationships with our students and our communities.

Vision

Hallsville Intermediate is a campus that pursues excellence in education.

Value Statement

Our core belief is that students learn best in a loving, respectful, and safe environment. Students are held to high expectations and we meet them where their needs are at. We understand that students learn at their own pace and we allow them to do so.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hallsville Intermediate is a 4th-5th grade Title I campus in Hallsville ISD. Student populations at HIS continue to steadily grow. Enrollment data shows that 751 students are enrolled. The campus is composed of 69% white, 17% Hispanic, 7% Black/African American, 6% two or more races, and <1% other ethnicities.

The student mobility rate for Hallsville Intermediate is 11.6%. Attendance rates have remained steady over the past 5 years. The district is currently accepting transfer students. 6% of our student population are transfers. There are over 52 bus routes serving the school. Hallsville Intermediate's student groups include 5.6% English Language Learners (ELLs), 10.7% Gifted and Talented, 8.5% Special Education, and 5.7% are identified as having dyslexia, 10.3% 504 students, and 50.2% are economically disadvantaged.

Demographics Strengths

Hallsville Intermediate has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.
2. Students at Hallsville Intermediate are very accepting of new students regardless of race or ethnicity.
3. Although we are continually working on raising attendance, our overall attendance rate remains at 96% or above.

Student Achievement

Student Achievement Summary

Our goal for student achievement is that every student achieves 100% mastery of the TEKS and shows growth on all yearly assessments. All schools in Texas must meet standards set in 4 state accountability areas. For the 2017-2018 school year, Hallsville Intermediate met the Texas Accountability measure with a Met Standard rating. Hallsville Intermediate's overall accountability rating scale score was an 82.

- Student Achievement: 83
- School Progress: 79
- Closing performance gaps: 78

A distinction was made in the area of 5th grade science.

2018 STAAR data reveals that Special Education students score significantly below all other student groups in 4th and 5th grade reading, writing, science, and math; however, our 5th grade special education math scores increased 30% and 5th grade reading scores increased 5% in 2017.

EL students' state assessment data has increased 4th grade reading and 5th grade science. It remained the same or decreased in all other tested areas.

Although HIS scored above the state average in all areas, data showed only a slight increase in STAAR writing scores from 2017 to 2018. As a result, writing will continue to be a district and campus focus.

Student Achievement Strengths

A distinction was made in the area of 5th grade science.

School Culture and Climate

School Culture and Climate Summary

We are currently a school firmly grounded in PLC concepts and values. Hallsville Intermediate is a community of learners that focuses on student learning. Through the PLC process, we will continue to gain a better understanding of our student needs so that all individuals will show growth academically, socially, and emotionally.

Our core belief is that students learn best in a loving, respectful, and safe environment. Students are held to high expectations, and we strive to build strong, trusting relationships that ensure all basic needs are met in order for student focus to be on learning.

HIS takes pride in ensuring safety to all students and staff by providing the following:

- process and procedures for entry into campus
- cameras are in designated high student traffic areas
- follow all state and federal guidelines to ensure compliance in regards to mandated drills (fire, tornado, and lock down)
- A Campus Emergency Response Team (CERT) is established annually and trained by our campus School Resource Officer (SRO)

School Culture and Climate Strengths

We celebrate these strengths as indicated by the beginning of year HISD survey completed by parents and staff:

- Communication
- Admin is visible and willing to listen to concerns.
- Teachers are friendly and build relationships with students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We celebrate these strengths as indicated by the beginning of year HISD survey completed by parents and staff:

- Communication
- Admin is visible and willing to listen to concerns.
- Teachers are friendly and build relationships with students.

Staff Quality, Recruitment, and Retention Strengths

100% of the staff are Highly Qualified.

- 100% of the certified staff and paraprofessional staff have participated in professional development opportunities during this past school year.
- Each grade level is staffed with 4-6 ESL teachers and 4-6 G/T certified teachers.
- Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the Curriculum/Instruction calendar.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Hallsville Intermediate's main priority is student learning. Hallsville Intermediate teachers collaborate throughout the year to look at data and adjust curriculum documents and the scope and sequence based on student performance and needs. We are rooted in the philosophies and practices of a PLC (Professional Learning Community). In developing these practices, the common planning lessons and assessments are non-negotiable. All students will receive a guaranteed and viable curriculum, as well as receive the necessary remediation and extension, all the while focusing on the individual's student growth.

Curriculum, Instruction, and Assessment Strengths

Hallsville Intermediate has identified the following strengths:

1. A strong RtI process
2. Common planning
3. The ability to interpret and use common assessment and benchmark data to drive instructional decisions

Parent and Community Engagement

Parent and Community Engagement Summary

Hallsville Intermediate works very hard at creating a family-friendly school environment. We believe parents are partners in their child's education. We strive to provide timely and accurate information in the form of email and printed materials to parents in both English and Spanish languages. We also provide interpreters for school events, such as registration, Meet the Teacher, parent conferences, special program meetings, and academic parent nights. We make sure that our routines are consistent, including sending our Take-Home-Thursday folders every week, updating our social media regularly, sending reminders through our Remind app and updating our newsletter at the beginning of every month. We take pride in the fact that parents report our office staff as very parent friendly.

Parent and Community Engagement Strengths

Hallsville Intermediate works hard to maintain these strengths:

- A process, through our SBDM committee and parent surveys, to involve parents in planning and evaluating family involvement activities
- Providing strong communication with parents to ensure multiple opportunities for parents to be involved

School Context and Organization

School Context and Organization Summary

Parents, teachers, and students at Hallsville Intermediate take pride in their school and the school's reputation of success. The perception of Hallsville Intermediate is that it is a safe, fun and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character through our Character Ed program, which provides character education lessons to all students. Hallsville Intermediate's focus goes far beyond STAAR Scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers value the planning time that they have with their PLC teams to prepare for classroom instruction.

School Context and Organization Strengths

1. Teachers have the proper certifications and trainings to accommodate special populations with more time and individualized instructional plans, accommodations, and modifications
2. A master schedule and campus calendar is used to maximize the amount of time spent on instruction and ensure that special program times are addressed.
3. Interruptions to the instructional day are kept to a minimum.

Technology

Technology Summary

Every year, Hallsville Intermediate strives to improve and support learning through technology. Each classroom is equipped with a variety of technology which includes: a teacher desktop computer, iPads, Chromebooks, an elmo, media computer, Smartboard, and a projector.

In addition, many teachers have used campus and foundation grant money to purchase Kindle Fires and additional student held technology. Our building is outfitted with wireless internet, which the HISD technology department attempts to keep as strong as possible.

HIS strives to promote the implementation of technology in lessons to enhance and enrich student learning. HIS will continue to improve in this area through encouraging teachers to attend professional development through the Region VII Service Center. During PLC planning time, teachers will strive to incorporate technology in the lessons to further engage the students in learning.

Technology Strengths

Hallsville Intermediate has identified these strengths:

- Increasing amount of technology
 - Two computer labs are available in each building for teachers to bring students to use
 - Two mobile Chromebook labs are available for teachers to check out and use

Comprehensive Needs Assessment Data Documentation

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

Goals

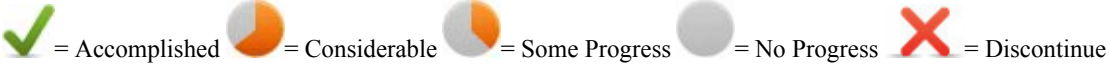
Revised/Approved: September 13, 2018

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Upon reviewing applications, administrators will ensure applicants are highly qualified for the position prior to setting up an interview.	2.4, 2.5, 2.6	Campus Admin	All staff will be highly qualified.	✓		
						

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Campus administrators were trained to use Power Walks as a source of data collection for instructional practices.</p>	2.4, 2.5, 2.6	District Admin Campus Admin	Increase in Fundamental 5 strategies, which results in greater student success			
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Intermediate will use an outside consultant to support lead teachers in the areas of reading and writing.</p>	2.4, 2.5, 2.6	Lead teachers (Reading/Writing) Interventionist (Reading/Writing) Campus Admin	Increase in meets and masters on reading and writing STAAR. Better alignment in outcomes of TEKS.			
<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: All students will read on grade level by the end of second grade as measured by the Developmental Reading Assessment II (DRA II).

Evaluation Data Source(s) 1: DRA II

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will use guided reading and small group instruction to differentiate learning.</p>	2.4, 2.5, 2.6	Reading teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Student reading growth from DRA and ISIP will increase.			
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Intermediate students will be assessed at the beginning and end of year using DRA II, ISIP, and running records.</p>	2.4, 2.5, 2.6	Reading teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Growth in reading levels for all students			
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers will intentional questioning throughout the literacy block, including read aloud.</p>	2.4, 2.5, 2.6	Reading teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Growth in comprehension and inferencing skills Growth in meets and masters on STAAR			
<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: 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) 2: Percentage in "Meets" performance level on STAAR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will use guided reading and small group instruction to differentiate learning.</p>	2.4, 2.5, 2.6	Reading teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Student reading growth from DRA and ISIP will increase.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Intermediate students will be assessed at the beginning and end of year using DRA II, ISIP, and running records.</p>	2.4, 2.5, 2.6	Reading teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Growth in reading levels for all students			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers will intentional questioning throughout the literacy block, including read aloud.</p>	2.4, 2.5, 2.6	Reading teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Growth in comprehension and inferencing skills Growth in meets and masters on STAAR			
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Students will receive data driven enrichment and/or reteach during daily tutorial time.</p>	2.4, 2.5, 2.6	All instructional staff Campus Admin	Growth in mastery of specific grade level standards.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Students will utilize educational technology to support differentiated learning.</p>	2.4, 2.5, 2.6	Instructional staff Campus admin	Individual growth from the student's beginning of year performance on all below and above grade level skills			

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

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will use guided reading and small group instruction to differentiate learning.</p>	2.4, 2.5, 2.6	Reading teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Student reading growth from DRA and ISIP will increase.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Intermediate students will be assessed at the beginning and end of year using DRA II, ISIP, and running records.</p>	2.4, 2.5, 2.6	Reading teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Growth in reading levels for all students			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers will intentional questioning throughout the literacy block, including read aloud.</p>	2.4, 2.5, 2.6	Reading teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Growth in comprehension and inferencing skills Growth in meets and masters on STAAR			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Students will utilize educational technology to support differentiated learning.</p>	2.4, 2.5, 2.6	Instructional staff Campus admin	Individual growth from the student's beginning of year performance on all below and above grade level skills			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Teachers will meet and reflect on data from STAAR aligned standards based common assessments.</p>	2.4, 2.6	Teachers Interventionists Special Education staff ESL Coordinator Campus Admin	Teachers will have a greater understanding of their own data based upon student performance. Teachers will be able to use data to drive instruction as well as increase achievement.			
<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: 70% of all students will be on grade level in Math as measured by I-Stations Indicators of Progress (ISIP) and the State of Texas Assessment of Academic Readiness (STAAR) tests in grades 3-Algebra I.

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

Summative Evaluation 4:











Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Students will receive data driven enrichment and/or reteach during daily tutorial time.</p>	2.4, 2.5, 2.6	All instructional staff Campus Admin	Growth in mastery of specific grade level standards.			
<p>PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>2) Students will participate in math talks.</p>	2.4, 2.5, 2.6	Math Teachers Campus Admin	Increase in math problem solving and comprehension of math problems using critical thinking skills.			
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Students will utilize educational technology to support differentiated learning.</p>	2.4, 2.5, 2.6	Instructional staff Campus admin	Individual growth from the student's beginning of year performance on all below and above grade level skills			
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Teachers will use data to create daily small groups and stations for reteaching and enriching math skills.</p>	2.4, 2.5, 2.6	Math teachers Special Education staff Interventionists (Math) Campus Admin	Growth in mastery of specific grade level standards.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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

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

Evaluation Data Source(s) 5: STAAR Growth Data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Students will receive data driven enrichment and/or reteach during daily tutorial time.</p>	2.4, 2.5, 2.6	All instructional staff Campus Admin	Growth in mastery of specific grade level standards.			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Students will participate in math talks.</p>	2.4, 2.5, 2.6	Math Teachers Campus Admin	Increase in math problem solving and comprehension of math problems using critical thinking skills.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Students will utilize educational technology to support differentiated learning.</p>	2.4, 2.5, 2.6	Instructional staff Campus admin	Individual growth from the student's beginning of year performance on all below and above grade level skills			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Teachers will use data to create daily small groups and stations for reteaching and enriching math skills.</p>	2.4, 2.5, 2.6	Math teachers Special Education staff Interventionists (Math) Campus Admin	Growth in mastery of specific grade level standards.			
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Teachers will meet and reflect on data from STAAR aligned standards based common assessments.</p>	2.4, 2.6	Teachers Interventionists Special Education staff ESL Coordinator Campus Admin	Teachers will have a greater understanding of their own data based upon student performance. Teachers will be able to use data to drive instruction as well as increase achievement.			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

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

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




Summative Evaluation 6:









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

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

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

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will use guided reading and small group instruction to differentiate learning.</p>	2.4, 2.5, 2.6	Reading teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Student reading growth from DRA and ISIP will increase.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Intermediate students will be assessed at the beginning and end of year using DRA II, ISIP, and running records.</p>	2.4, 2.5, 2.6	Reading teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Growth in reading levels for all students			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers will use intentional questioning throughout the literacy block, including read aloud.</p>	2.4, 2.5, 2.6	Reading teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Growth in comprehension and inferencing skills Growth in meets and masters on STAAR			











<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Students will receive data driven enrichment and/or reteach during daily tutorial time.</p>	2.4, 2.5, 2.6	All instructional staff Campus Admin	Growth in mastery of specific grade level standards.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Students will utilize educational technology to support differentiated learning.</p>	2.4, 2.5, 2.6	Instructional staff Campus admin	Individual growth from the student's beginning of year performance on all below and above grade level skills			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Teachers will meet and reflect on data from STAAR aligned standards based common assessments.</p>	2.4, 2.6	Teachers Interventionists Special Education staff ESL Coordinator Campus Admin	Teachers will have a greater understanding of their own data based upon student performance. Teachers will be able to use data to drive instruction as well as increase achievement.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

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

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

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Students will receive data driven enrichment and/or reteach during daily tutorial time.</p>	2.4, 2.5, 2.6	All instructional staff Campus Admin	Growth in mastery of specific grade level standards.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Students will utilize educational technology to support differentiated learning.</p>	2.4, 2.5, 2.6	Instructional staff Campus admin	Individual growth from the student's beginning of year performance on all below and above grade level skills			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Students will participate in math talks.</p>	2.4, 2.5, 2.6	Math Teachers Campus Admin	Increase in math problem solving and comprehension of math problems using critical thinking skills.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Teachers will use data to create daily small groups and stations for reteaching and enriching math skills.</p>	2.4, 2.5, 2.6	Math teachers Special Education staff Interventionists (Math) Campus Admin	Growth in mastery of specific grade level standards.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Teachers will meet and reflect on data from STAAR aligned standards based common assessments.</p>	2.4, 2.6	Teachers Interventionists Special Education staff ESL Coordinator Campus Admin	Teachers will have a greater understanding of their own data based upon student performance. Teachers will be able to use data to drive instruction as well as increase achievement.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







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

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

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will use intentional questioning throughout the literacy block.</p>	2.4, 2.5, 2.6	Writing teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Growth in comprehension and inferencing skills Growth in meets and masters on STAAR			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Students will receive data driven enrichment and/or reteach during daily tutorial time.</p>	2.4, 2.5, 2.6	All instructional staff Campus Admin	Growth in mastery of specific grade level standards.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Students will utilize educational technology to support differentiated learning.</p>	2.4, 2.5, 2.6	Instructional staff Campus admin	Individual growth from the student's beginning of year performance on all below and above grade level skills			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Teachers will use data to create daily small groups and stations for reteaching and enriching writing skills, while also conferencing with individual students.</p>	2.4, 2.5, 2.6	Writing teachers Special Education staff Interventionists (Math) Campus Admin	Growth in mastery of specific grade level standards.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Intermediate will use an outside consultant to support lead teachers in the areas of reading and writing.</p>	2.4, 2.5, 2.6	Lead teachers (Reading/Writing) Interventionist (Reading/Writing) Campus Admin	Increase in meets and masters on reading and writing STAAR. Better alignment in outcomes of TEKS.			


<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> <p>6) Teachers will utilize Daily Oral Language (DOL) and a rigorous focus in the areas of revising and editing.</p>	<p>2.4, 2.5, 2.6</p>	<p>Writing teachers Special Education staff Campus Admin</p>	<p>Increase in meets and masters on STAAR.</p>			
<p 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1</p> <p>1) Intermediate provides our schedule and list of courses for the alignment of curriculum and services.</p>	2.4, 2.5, 2.6	Campus Principal TVAH Staff	Alignment for grade 4 and 5 TVAHS students.	✔		
						

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Students will utilize educational technology to support differentiated learning.</p>	2.4, 2.5, 2.6	Instructional staff Campus admin	Individual growth from the student's beginning of year performance on all below and above grade level skills			
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Math teachers will use their YouTube channel and/or online Quizziz to engage and create specific practice for students in both school and home setting.</p>	2.4, 2.5, 2.6	Instructional Staff	Growth in mastery of specific grade level standards.			
<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: Science, Technology, Engineering & Math (STEM) Instruction will be evident in 100% of science classrooms in 1st-8th grade through the implementation of Stemscores resources as measured by common planning documents, lesson plan documents, and Power Walk and T-TESS Observation Data.

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

Summative Evaluation 3:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Students will utilize educational technology such as Stemscores and Study Island to support differentiated learning.</p>	2.4, 2.5, 2.6	Instructional staff Campus admin	Individual growth from the student's beginning of year performance on all below and above grade level skills			
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) A select group of science teachers were trained over Stemscores during the summer and will model/train to grade level science team throughout the year.</p>	2.4, 2.5, 2.6	Trained science teachers Campus Admin	Growth in science benchmark scores and STAAR scores.			
<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: Average daily attendance will be 97% or higher each six weeks according to the PEIMS submission timeline.

Evaluation Data Source(s) 4: PEIMS Attendance Data

Summative Evaluation 4:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Grade level recognition and awards are given weekly to the grade level with the highest percentage.</p>	2.4, 2.5, 2.6	PEIMS Clerk Campus Admin	Increase in % of daily attendance			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Attendance medals are given to classes with the highest attendance each week.</p>	2.4, 2.5, 2.6	PEIMS Clerk Campus Admin	Increase in % of daily attendance			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) The class with the highest attendance percentage for each nine weeks will receive a pizza party.</p>	2.4, 2.5, 2.6	PEIMS Clerk Campus Admin	Increase in % of daily attendance			
<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: Teacher attendance will be at least 3% higher each six weeks as compared to 2017-2018 using 2017-2018 and 2018-2019 PEIMS submission data.

Evaluation Data Source(s) 5: PEIMS Data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) All staff with perfect attendance for the nine week period, will receive a free jeans pass.</p>	2.4, 2.5, 2.6	PEIMS Clerk Campus Admin	Increase in % of daily attendance			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) All staff with perfect attendance for the nine week period, will be placed in a drawing for a \$25 gift card.</p>	2.4, 2.5, 2.6	PEIMS Clerk Campus Admin	Increase in % of daily attendance			
<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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will be presented with a campus and district level training on how to deescalate behaviors as well as our updated campus behavior plan.</p>	2.4, 2.5, 2.6	School wide staff Campus Admin	Office referrals and major behavior violations will decrease			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Intermediate will schedule behavior RtI meetings regularly to formulate plans to increase positive behaviors.</p>	2.4, 2.5, 2.6	Classroom teachers Campus Admin Counselor	Increase in positive student behavior			
<p>3) The school counselor will push in to classrooms to teach character education lessons.</p>	2.4, 2.5, 2.6	School Counselor Campus Admin				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) School counselor is working with local community program, Forever Friends, to pair students with a mentor.</p>	2.4, 2.5, 2.6	School Counselor	Students will gain self confidence, while developing positive encouraging relationships.			
<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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers assigned to EL students will get certified.</p>	2.4, 2.6	EL Teachers Campus Admin	EL teachers will be certified.			
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Assigned EL teachers will attend Sheltered Instruction training during the summer.</p>	2.4, 2.5, 2.6	Campus Admin Campus ESL Coordinator	EL teachers will utilize Sheltered Instruction strategies to better serve their EL students. Teachers will share these strategies with the subject area teams during common planning time.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Teachers will use guided reading and small group instruction to differentiate learning.</p>	2.4, 2.5, 2.6	Reading teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Student reading growth from DRA and ISIP will increase.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Students will receive data driven enrichment and/or reteach during daily tutorial time.</p>	2.4, 2.5, 2.6	All instructional staff Campus Admin	Growth in mastery of specific grade level standards.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Students will utilize educational technology to support differentiated learning.</p>	2.4, 2.5, 2.6	Instructional staff Campus admin	Individual growth from the student's beginning of year performance on all below and above grade level skills			










<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>6) Assigned EL students will utilize Rosetta Stone.</p>	<p align="center">2.4, 2.5, 2.6</p>	<p align="center">Campus ESL Coordinator</p>	<p align="center">EL students will increase in fluency in the English language.</p>			
<p align="center">  = 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 and STAAR EOC.

Evaluation Data Source(s) 3:

Summative Evaluation 3:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will use guided reading and small group instruction to differentiate learning.</p>	2.4, 2.5, 2.6	Reading teachers Interventionists Special Education staff ESL Campus Coordinator Campus Admin	Student reading growth from DRA and ISIP will increase.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Students will receive data driven enrichment and/or reteach during daily tutorial time.</p>	2.4, 2.5, 2.6	All instructional staff Campus Admin	Growth in mastery of specific grade level standards.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Students will utilize educational technology to support differentiated learning.</p>	2.4, 2.5, 2.6	Instructional staff Campus admin	Individual growth from the student's beginning of year performance on all below and above grade level skills			
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) A team leader from our special education staff will be assigned. The team leader will conduct PLC's regularly among special education staff, reviewing/sharing best practices.</p>	2.4, 2.5, 2.6	Campus Admin Special Education Team Leader	Special Education team will be held accountable to goal tracking as well as all paperwork involved in the IEP.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

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

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

Summative Evaluation 1:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
Critical Success Factors CSF 1 CSF 6 1) Title I office sends backpacks and supplies.	2.4, 2.6	Title I office School Counselor	Students will receive the supplies needed for school.			
Critical Success Factors CSF 1 CSF 5 2) East Texas Food Bank sends bags of food to send home with assigned students each week.	2.6	School Counselor	Students will have food to eat over the weekend.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

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

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

Summative Evaluation 2:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6 1) All information sent home will be translated.	2.6, 3.1	Campus Admin ESL Translators Office Staff	Parents will be given school information in their native language.			
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 2) Principal Coffee meetings will be scheduled at various times of the day to allow parents to visit with the principal. Translators will be available during these scheduled times.	3.1, 3.2	Campus Principal Translators	Parental involvement will increase			
Critical Success Factors CSF 3 CSF 5 CSF 6 3) Monthly calendars and newsletters are sent to all families via Skyward email and Thursday folders.	3.1	Campus Principal	Communication ratings on surveys will increase.			
Critical Success Factors CSF 5 CSF 6 4) Intermediate will host Fine Art showcases each nine weeks that highlight student learning in the areas of music, art, and computer.	2.5, 3.1, 3.2	Campus Admin FA teachers	Parent involvement will increase.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

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

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

Summative Evaluation 3:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Through the RtI process, students are assigned to intervention based on data.</p>	2.4, 2.5, 2.6	Campus Admin Classroom teachers Interventionists	Students' performance gaps will decrease.			
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Campus interventionists will be assigned to the captain's team. They will also assist in content expertise during common planning.</p>	2.4, 2.5, 2.6	Campus Admin	Better aligned lesson planning			
<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 4: Comply with 100% of Special Education timeline requirements.

Evaluation Data Source(s) 4:

Summative Evaluation 4:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) A team leader from our special education staff will be assigned. The team leader will conduct PLC's regularly among special education staff, reviewing/sharing best practices.</p>	2.4, 2.5, 2.6	Campus Admin Special Education Team Leader	Special Education team will be held accountable to goal tracking as well as all paperwork involved in the IEP.			
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Special Education students' IEP's will be used to ensure correct placement of special education students.</p>	2.4, 2.5	Campus Admin Lead Special Education Teacher	We will be in compliance with students' IEP's .			
<p style="text-align: center;">  = 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 5: At least 90% of students and staff will report feeling safe at school through survey data.

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
Critical Success Factors CSF 3 CSF 6 1) Officer Scott will conduct safety checks.	2.4, 2.5	Officer Scott	100% of doors will be locked daily to ensure safety of staff and students.			
Critical Success Factors CSF 3 CSF 6 2) Officer Scott attends regular admin meetings and is able to add to the agenda of topics to discuss.	2.4, 2.5	Campus Admin Officer Scott	All safety concerns will be addressed promptly.			
Critical Success Factors CSF 3 CSF 6 3) Officer Scott will train Intermediate staff on safety drills. Monthly practice drills will be conducted.	2.4, 2.5	Campus Admin Officer Scott	Students and staff will be prepared in case of an emergency.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Hallsville ISD will build a foundation of ELA-R and Math.

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

Evaluation Data Source(s) 1: DRA II

Summative Evaluation 1:

Goal 6: Hallsville ISD will build a foundation of ELA-R and Math.

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

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

Summative Evaluation 2:

Goal 6: Hallsville ISD will build a foundation of ELA-R and Math.

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

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

Summative Evaluation 3:

Goal 6: Hallsville ISD will build a foundation of ELA-R and Math.

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

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

Summative Evaluation 4:

Goal 6: Hallsville ISD will build a foundation of ELA-R and Math.

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

Evaluation Data Source(s) 5: STAAR Growth Data

Summative Evaluation 5:

Goal 6: Hallsville ISD will build a foundation of ELA-R and Math.

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

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

Summative Evaluation 6:

Goal 6: Hallsville ISD will build a foundation of ELA-R and Math.

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

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

Summative Evaluation 7:

Goal 6: Hallsville ISD will build a foundation of ELA-R and Math.

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

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

Summative Evaluation 8:

Goal 6: Hallsville ISD will build a foundation of ELA-R and Math.

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

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Goal 7: 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:

Goal 7: 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:

Goal 7: Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.

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

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

Summative Evaluation 3:

Goal 7: Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.

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

Evaluation Data Source(s) 4: PEIMS Attendance Data

Summative Evaluation 4:

Goal 7: Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.

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

Evaluation Data Source(s) 5: PEIMS Data

Summative Evaluation 5:

Goal 8: 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:

Goal 8: 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:

Goal 8: Student achievement and campus and district outcomes will improve in identified areas.

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

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Upon reviewing applications, administrators will ensure applicants are highly qualified for the position prior to setting up an interview.
1	2	1	Campus administrators were trained to use Power Walks as a source of data collection for instructional practices.
1	2	2	Intermediate will use an outside consultant to support lead teachers in the areas of reading and writing.
2	1	1	Teachers will use guided reading and small group instruction to differentiate learning.
2	1	2	Intermediate students will be assessed at the beginning and end of year using DRA II, ISIP, and running records.
2	1	3	Teachers will intentional questioning throughout the literacy block, including read aloud.
2	2	1	Teachers will use guided reading and small group instruction to differentiate learning.
2	2	2	Intermediate students will be assessed at the beginning and end of year using DRA II, ISIP, and running records.
2	2	3	Teachers will intentional questioning throughout the literacy block, including read aloud.
2	2	4	Students will receive data driven enrichment and/or reteach during daily tutorial time.
2	2	5	Students will utilize educational technology to support differentiated learning.
2	3	1	Teachers will use guided reading and small group instruction to differentiate learning.
2	3	2	Intermediate students will be assessed at the beginning and end of year using DRA II, ISIP, and running records.
2	3	3	Teachers will intentional questioning throughout the literacy block, including read aloud.
2	3	4	Students will utilize educational technology to support differentiated learning.
2	4	1	Students will receive data driven enrichment and/or reteach during daily tutorial time.
2	4	2	Students will participate in math talks.
2	4	3	Students will utilize educational technology to support differentiated learning.
2	4	4	Teachers will use data to create daily small groups and stations for reteaching and enriching math skills.
2	5	1	Students will receive data driven enrichment and/or reteach during daily tutorial time.
2	5	2	Students will participate in math talks.
2	5	3	Students will utilize educational technology to support differentiated learning.
2	5	4	Teachers will use data to create daily small groups and stations for reteaching and enriching math skills.
2	7	1	Teachers will use guided reading and small group instruction to differentiate learning.

Goal	Objective	Strategy	Description
2	7	2	Intermediate students will be assessed at the beginning and end of year using DRA II, ISIP, and running records.
2	7	3	Teachers will use intentional questioning throughout the literacy block, including read aloud.
2	7	4	Students will receive data driven enrichment and/or reteach during daily tutorial time.
2	7	5	Students will utilize educational technology to support differentiated learning.
2	8	1	Students will receive data driven enrichment and/or reteach during daily tutorial time.
2	8	2	Students will utilize educational technology to support differentiated learning.
2	8	3	Students will participate in math talks.
2	8	4	Teachers will use data to create daily small groups and stations for reteaching and enriching math skills.
2	9	1	Teachers will use intentional questioning throughout the literacy block.
2	9	2	Students will receive data driven enrichment and/or reteach during daily tutorial time.
2	9	3	Students will utilize educational technology to support differentiated learning.
2	9	4	Teachers will use data to create daily small groups and stations for reteaching and enriching writing skills, while also conferencing with individual students.
2	9	5	Intermediate will use an outside consultant to support lead teachers in the areas of reading and writing.
2	9	6	Teachers will utilize Daily Oral Language (DOL) and a rigorous focus in the areas of revising and editing.
3	2	1	Students will utilize educational technology to support differentiated learning.
3	2	2	Math teachers will use their YouTube channel and/or online Quizziz to engage and create specific practice for students in both school and home setting.
3	3	1	Students will utilize educational technology such as Stemscoptes and Study Island to support differentiated learning.
3	3	2	A select group of science teachers were trained over Stemscoptes during the summer and will model/train to grade level science team throughout the year.
4	1	1	Teachers will be presented with a campus and district level training on how to deescalate behaviors as well as our updated campus behavior plan.
4	2	1	Teachers assigned to EL students will get certified.
4	2	2	Assigned EL teachers will attend Sheltered Instruction training during the summer.
4	2	3	Teachers will use guided reading and small group instruction to differentiate learning.
4	2	4	Students will receive data driven enrichment and/or reteach during daily tutorial time.
4	2	5	Students will utilize educational technology to support differentiated learning.

Goal	Objective	Strategy	Description
4	2	6	Assigned EL students will utilize Rosetta Stone.
4	3	1	Teachers will use guided reading and small group instruction to differentiate learning.
4	3	2	Students will receive data driven enrichment and/or reteach during daily tutorial time.
4	3	3	Students will utilize educational technology to support differentiated learning.
4	3	4	A team leader from our special education staff will be assigned. The team leader will conduct PLC's regularly among special education staff, reviewing/sharing best practices.
5	3	1	Through the RtI process, students are assigned to intervention based on data.
5	3	2	Campus interventionists will be assigned to the captain's team. They will also assist in content expertise during common planning.
5	4	1	A team leader from our special education staff will be assigned. The team leader will conduct PLC's regularly among special education staff, reviewing/sharing best practices.