Hallsville Independent School District

Hallsville High School

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

Excellence in Education

Value Statement

· Consistency among all staff members in discipline, policies, procedures and professionalism

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

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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.

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
- 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)

ILT committee members include:

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

Demographics

Demographics Summary

Hallsville High School 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 4,297 residents, according to the 2020 census. However, the school district covers approximately 188 square miles and has more than 18,000 residents. The median age in city limits is 34.1 years, with 83.3% of the population being white, followed by 6.84% Hispanic 2.63% Black (non Hispanic) The median household income within city limits is $69,291, 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 Hasllville ISD boundaries and students throughout the State of Texas through a partnership with Stride K-12. Inside the ISD boundaries, over 5,300 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 15,000 students as of the 2021-2022 school year. That is double what the district served in previous years.

Of the brick and mortar students, HISD's highest growth is in our Hispanic and EL student populations. HISD is well over the state in White students (74% compared to 27%) and Two or More Races (3.9% compared to 2.4%). Even though our EL are growing, we are still well below the state averages (3.8% compared to 19.5%). All other races/ethnicity groups are below state averages. HISD has less Economically Disadvantages and At-Risk than state averages, but the populations are growing for HISD. EcoDis (44% compared to 60.6%) and At-Risk (32% compared to 50%).

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.

Hallsville High School is a 5A high school. The physical address is 616 Cal Young Road.

Hallsville High School is estimated to have the following:

Total Students: 1464

Grade levels: 9-12

Eco Dis: 40.18%

At Risk: 39.9%

Special Education: 12.29%

Emergent Bilingual: 4.19%

Gifted and Talented: 8.45%

Section 504: 9.07%

Racial demographics should mirror the district.

Demographics Strengths

Hallsville ISD is a highly sought after district.

The average years experience of the our principals, assistant principals, and teachers are greater than the state average.

HHS Graduation Rate and CCMR Complete Rate are at the state average.

HHS Mobility Rate is comparable to the state.

Students receive educational services from 122 professional educators, 19 educational aides, 3 counselors, 1 nurse, and 29 non-teaching staff members.

HISD has less Eco. Dis. and At Risk than the State of Texas averages; though those populations are growing.

Our Emergent Bilingual subpopulation is the highest growing area.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students of 2 or more races are not progressing at the same rate as other groups. **Root Cause:** We focus on all students versus students based on demographics.

Problem Statement 2: African American Students are not progressing at the same rate as other groups. **Root Cause:** We focus on all students versus students based on demographics.

Student Learning

Student Learning Summary

The Texas Performance Reporting System (TPRS) official results for the 2022-2023 School year have not yet been released. This section will be updated once they are available.

	APPROACHES		DIFF	MEETS		DIFF	MASTERS		D
	HHS STAAR EOC Performance Data **2022 vs. 2023**								
	2022	2023		2022	2023		2022	2023	
ALGEBRA I	84%	92%	8	53%	57%	4	29%	22%	
ENGLISH I	82%	86%	4	66%	77%	11	16%	26%	
ENGLISH II	84%	90%	6	70%	80%	10	12%	14%	
BIOLOGY	93%	96%	3	78%	80%	2	41%	41%	
US HITORY	96%	98%	3	82%	85%	3	50%	46%	

Texas Education Agency

2021-22 College, Career, and Military Readiness (CCMR)
HALLSVILLE H S (102904002) - HALLSVILLE ISD - HARRISON COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	33.0%	67.4%	57.6%	64.3%	68.8%		*	90.0%	-	64.3%	96.6%	59.7%	*
2019-20	63.0%	37.6%	69.9%	50.0%	61.7%	72.8%		*	*	-	75.0%	75.0%	55.1%	*

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates
HALLSVILLE H S (102904002) - HALLSVILLE ISD - HARRISON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	98.5%	93.7%	93.2%	93.5%	93.9%	*	96.7%	*	89.8%	91.6%	91.7%	93.6%
2019-20	98.3%	99.6%	98.6%	98.9%	98.5%	98.5%	*	99.8%	*	98.6%	97.5%	98.1%	98.7%

Overall		90	A
Student Achievement		92	A
STAAR Performance	62	91	
College, Career and Military Readiness	67	92	
Graduation Rate	99.5	95	
School Progress		84	B
Academic Growth	65	73	C
Relative Performance (Eco Dis: 34.6%)	65	84	B
Closing the Gaps	84	85	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✗ ELA/Reading

✗ Mathematics

✗ Science

✓ Social Studies

✗ Comparative Academic Growth

✓ Postsecondary Readiness

✓ Comparative Closing the Gaps

TEA | School Programs | Assessment and Reporting | Performance Reporting

Student Learning Strengths

Algebra I increased the number of students who achieved Masters but the number of students that did not meet expectations also grew.

English I scores dropped.

English II increased the number of students who achieved Approaches and Meets.

Biology increased the number of students who achieved Meets and Masters.

US History increased the number of students who achieved Meets and Masters.

In 2022, HHS received 3 Distinction Designations in Social Studies, Postsecondary Readiness, and Comparative Closing the Gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The two lowest race/ethnic groups are African American and 2 or more races   **Root Cause:** We focus on all students versus students based on demographics.

Problem Statement 2: Although we are above the state average, the number of students who were CCMR complete dropped for the campus.   **Root Cause:** We focus on all students versus students based on demographics.

Problem Statement 3: In 2022, English I went down in Approaches, Meets, and Masters.   **Root Cause:** Increase in subpopulations: EB students, Low socioeconomic students Efficiency of English I data tracking

Problem Statement 4: In 2022, Algebra I scores went down in Approaches and Meets.   **Root Cause:** Increase in subpopulations: EB students, Low socioeconomic students

School Processes & Programs

School 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 GT and ESL students. Staff members are excited about upcoming changes in our special education staff being housed on the campus, as campuses felt they needed more support by highly trained professionals in this area. Staff feel positively about the district's RtI procedures, including the newly implemented behavior steps.   Areas of growth for the district would be our technology infrastructure and 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.

HISD is implementing a SEL curriculum based on data from behavior RtI and surveys indicating this is a need across the district.

School Processes & Programs Strengths

- Hallsville's greatest strength is that we operate as a Professional Learning Community (PLC).
- Everything is decided on in a collaborative way.
- Students are at the center of every decision; both their academic and their mental health.
- HISD has a positive reputation in the community; both inside and outside Hallsville ISD lines.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers continue to need support with effective PLC processes, integration small group instruction, and higher order thinking questioning.   **Root Cause:** Need training and instructional coaching

Perceptions

Perceptions Summary

82.1% of adults would recommend HISD to others.

77.6% of students would recommend HISD to others.

57.2% of adults believe that teachers are able to meet the needs of all learners.

26.7% of students believe that teachers are able to meet the needs of all learners.

72.4% of adults believe that students are held to high academic expectations.

85% of students believe that they are given challenging work.

45.9% students believe they receive work that interests them.

59% of students believe they will be prepared to do well the next year.

54.9% of adults believe the academic program prepares students for college and/or career.

70.6% of students feel safe at school.

66.8% of students feel that school rules are communicated and enforced every day.

Students reported that the student chairs are uncomfortable.

Teachers reported that the desks take up too much room in the classroom.

Perceptions Strengths

HHS provides a safe environment where adults and students believe that students are challenged and are held to high academic expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Minimal parent engagement   **Root Cause:** Parents whose children are not in extracurricular activities do not participate.

Problem Statement 2: Students believe that their needs are not being met.   **Root Cause:** Increase in mental health/SEL concerns among students.

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 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

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
- Response to Intervention (RtI) student achievement 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
- Violence and/or violence prevention 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

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

Performance Objective 1: Reading Improvement -
English I (9th Grade) : 75% of English I students will score on grade level or above (Meets or Masters) on the English I EOC. (Five year goal is 80% by 2028)
English II (10th Grade): 75% of English II students will score on grade level or above (Meets or Masters) on the English II EOC. (Five year goal is 80% by 2028)
All Grades: 100% of students will show growth in the area of reading.

> **Evaluation Data Sources:** STAAR
> Local Common Formative Assessments and Benchmarks
> RTI and Intervention Data
> EL students use TELPAS and Summit K-12 in addition to those above

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will receive remediation support through in class supports, enrichment, and /or intervention.	**Formative**		
Strategy's Expected Result/Impact: All students will maintain or grow from last year's 8th grade or English I EOC test. An increased number of students will achieve on grade level performance. **Staff Responsible for Monitoring:** Teachers Campus Administrators **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	**Oct**	**Jan**	**Apr**

Strategy 2 Details	Formative Reviews

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus administration will meet with English I and II teams after each benchmark to review data. English I and II teams will conduct regular data meetings after common assessments on going throughout the year.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Increased learning outcomes for students due to timely instructional adjustments based on data. **Staff Responsible for Monitoring:** Teachers Campus Administrators **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 2: Math Improvement:

Algebra I (9th Grade): 60% of Algebra I students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 65% by 2028)
All Grades: 100% of students will show growth in the area of math.

> **Evaluation Data Sources:** STAAR
> Local Formative Assessments and Benchmarks
> RtI and Intervention Data

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will receive remediation support through in class supports, enrichment, and /or intervention.	**Formative**		
Strategy's Expected Result/Impact: All students will maintain or grow from last year's 8th Grade Math STAAR Test. An increased number of students will achieve on grade level performance. **Staff Responsible for Monitoring:** Teachers Campus Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Oct**	**Jan**	**Apr**

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus administration will meet with the Algebra I team after each benchmark to review data. The Algebra I team will conduct regular data meetings after common assessments on going throughout the year.	**Formative**		
Strategy's Expected Result/Impact: Increased learning outcomes for students due to timely instructional adjustments based on data. **Staff Responsible for Monitoring:** Teachers Campus Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Oct**	**Jan**	**Apr**

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Algebra 1 teachers will utilize Maneuvering the Middle as a resource to provide student-centered math lessons.	**Formative**		
Strategy's Expected Result/Impact: All students will maintain or grow from last year's 8th Grade Math STAAR Test. An increased number of students will achieve on grade level performance.	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Teachers Campus Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

Performance Objective 3: College, Career, and Military Readiness (CCMR) will increase by 5% in 2024-2025 (five year goal is 95% by 2028) through meeting one of the CCMR indicators.

HB3 Goal

Evaluation Data Sources: CCMR reports in TEAL

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement system to track students who demonstrate college readiness through the ACT, SAT, TSIA, AP, or Dual Credit.	**Formative**		
Strategy's Expected Result/Impact: Increase in the number of students meeting one indicator of College, Career or Military Readiness prior to graduation. Ensure every student has the opportunity to take a college readiness exam.	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: CCMR Coordinator Campus Administration District Administration Campus Testing Coordinator **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitoring system to track students who are working to complete an industry based certification in a CTE program of study.	**Formative**		
Strategy's Expected Result/Impact: Ensure students complete the appropriate course sequence and tests to receive their certification.	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: CTE teachers CTE Director Campus Administrators **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Enrollment in CTE dual credit coursework will increase by 3% in the 2024-2025 school year, and students and will obtain skills necessary to obtain entry level employment.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Students will be better prepared for internships or employment. **Staff Responsible for Monitoring:** CTE Director CTE Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: CTE will develop 5 new business and industry partners in the Marshall, Hallsville and Longview area by the end of the 2024-2025 school year.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Increased opportunities and variety for students. Community support and awareness. **Staff Responsible for Monitoring:** CTE Director **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: 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.	**Formative**		
	Oct	**Jan**	**Apr**
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:** Director of Special Education Campus Special Education Coordinator **TEA Priorities:** Connect high school to career and college -			

Strategy 6 Details	Formative Reviews

Strategy 6: CTE will add 2 Programs of Study, with opportunities for industry-based certifications, over the next 5 years.	**Formative**		
Strategy's Expected Result/Impact: Increased opportunities and variety from which students to choose. Students will be college or career ready when they graduate.	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: CTE Director CTE Teachers District and Campus Administrators **TEA Priorities:** Connect high school to career and college			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Hallsville High School 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, and free/reduced lunch services for homeless/foster students.
    Strategy's Expected Result/Impact: All students in these categories will receive the supports they need to be successful.
    Staff Responsible for Monitoring: Campus Counselors and Nurses
 	
    ESF Levers:
Lever 3: Positive School Culture
	Formative		

	Oct	**Jan**	**Apr**

Strategy 2 Details	Formative Reviews		

Strategy 2: 9th -11th Grade Initiative programs for at-risk students.
    Strategy's Expected Result/Impact: Reduced behavior and failure rates.
Increased graduation rates.
    Staff Responsible for Monitoring: Campus Administrators
Campus Counselors
Initiative Teachers
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	Formative		

	Oct	**Jan**	**Apr**

Strategy 3 Details	Formative Reviews		

Strategy 3: Students in danger of failing or students having lost credit (grades 9-12) will be identified through RtI meetings each nine weeks for Intervention/Credit Recovery.
    Strategy's Expected Result/Impact: Edgenuity/Failure reports will show progress for each student.
    Staff Responsible for Monitoring: Campus Administrators
Campus Counselors
 	
    ESF Levers:
Lever 5: Effective Instruction
	Formative		

	Oct	**Jan**	**Apr**

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Counselors will follow district system for identifying students At-Risk based on the 14 state criteria.	**Formative**		
Strategy's Expected Result/Impact: All students meeting at-risk criteria will be identified and served.	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Campus counselors **ESF Levers:** Lever 3: Positive School Culture			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: HHS will provide summer programing for credit recovery, and those students that need further intervention and support to pass EOC exams (HB 1416).	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Students meeting grade level expectations. Increase graduation rate. Students meeting growth expectations. **Staff Responsible for Monitoring:** Campus Administrators Campus Counselors **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: HISD Attendance Officer will follow district system for identifying students and working with families to ensure attendance and graduation.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Student attendance will improve All credits earned/recovered Student will graduate **Staff Responsible for Monitoring:** PEIMS Director Attendance Officer Campus Principals Campus PEIMS/Registrars **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Hallsville High School 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: Provide ACT/SAT Bootcamp outside the school day to students free of charge prior to testing.	**Formative**		
Strategy's Expected Result/Impact: More students taking the exams Students scoring higher on exams	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Campus Principal GT Coordinator SAT/ACT instructor **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college -			

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 1: Hallsville High School 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. Rate will increase 5%.

Evaluation Data Sources: TELPAS
Local assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Student scoring less than advanced will receive pull out services from ESL personnel and data reviewed monthly for progress and need for further intervention.	**Formative**		
Strategy's Expected Result/Impact: TELPAS growth for all students Reading on reading level **Staff Responsible for Monitoring:** Director of Federal/Special Programs Campus ESL Teachers Campus Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**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.	**Formative**		
Strategy's Expected Result/Impact: Increased student performance Increased parent participation in academics **Staff Responsible for Monitoring:** Director of Federal/Special Programs Campus ESL Teachers Campus Administrators **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Apr**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Hallsville High School 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.	**Formative**		
Strategy's Expected Result/Impact: All students will make academic growth.	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Campus Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue			

Goal 2: HISD, including Hallsville High School, 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, 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.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Increased learning **Staff Responsible for Monitoring:** Campus Administrators			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: HISD, including Hallsville High School, 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: 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.	**Formative**		
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.	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Human Resources Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning			

Strategy 2 Details	Formative Reviews		
Strategy 2: ALL 9-12 Pre-AP and AP teachers will be GT certified within 3 years of being hired, or within 1 year of campus principal notification.	**Formative**		
Strategy's Expected Result/Impact: Higher level, differentiated instruction in all classrooms.	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: GT coordinator Campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative		
Strategy 3: 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.	Oct	Jan	Apr

Strategy's Expected Result/Impact: Certified teachers in classrooms
Increased student performance
    Staff Responsible for Monitoring: Director of Human Resources
Director of CTE
Campus administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: Hallsville High School will strengthen our comprehensive programs related to safety, discipline and culture, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture)

Performance Objective 1: Improve campus climate and culture related to student discipline at Hallsville High School; discipline referrals will decrease.

    Evaluation Data Sources: Discipline reports through Skyward

Goal 3: Hallsville High School will strengthen our comprehensive programs related to safety, discipline and culture, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture)

Performance Objective 2: Make a concerted effort to 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: Red Ribbon Week Activities	**Formative**		
Strategy's Expected Result/Impact: Students recognize the harmful effects of drugs and alcohol	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Student Council Sponsors and Students Teachers Campus Administrators **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Fentanyl Poisoning Awareness Month (October 2024) Activities on campus for all students and information to parents.	**Formative**		
Strategy's Expected Result/Impact: To increase the awareness of the dangers of Fentanyl and potential overdoses.	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Teachers Campus Administrators **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Administration will attend a Combatting Opioid and Vape Pen Usage on Campus professional development to learn new was to prevent drug use as well as supports that are available to help students.	**Formative**		
Strategy's Expected Result/Impact: To increase the awareness of the dangers of Fentanyl and potential overdoses.	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Campus Administration **ESF Levers:** Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   Continue/Modify   ✕ Discontinue

Goal 4: Hallsville High School 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: Campus administration will work with department heads and organizational sponsors to spend their budget money as efficiently as possible, while still obtaining the supplies they need.

Evaluation Data Sources: Financials
Monthly reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor spending through purchase order approvals.	**Formative**		
Strategy's Expected Result/Impact: Get needed supplies for students and staff as efficiently as possible.	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Campus bookkeeper Campus secretary Campus principal			

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

Goal 4: Hallsville High School 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 accurate and timely staffing needs to human resources for the 2024-2025 school year.

Evaluation Data Sources: Budget
HR reports
Board reports

Strategy 1 Details			Formative Reviews		
Strategy 1: Determine staffing needs early in the spring and submit information to human resources to get jobs posted in a timely manner.			**Formative**		
Strategy's Expected Result/Impact: Make the best use of district funds to hire qualified staff to teach students.			**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals					
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue					

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

Performance Objective 1: Ensure all facilities are safe, efficient and operational.

Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor facilities on a regular basis and communicate with maintenance department as issues arise so they can be corrected in a timely manner.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Safe facilities that are well maintained. **Staff Responsible for Monitoring:** Campus administrators Maintenance Staff Maintenance Director			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 6: Hallsville High School with work with our district technology department to 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: Instructional Technology support will be provided to teachers as needed during the school day.	**Formative**		
Strategy's Expected Result/Impact: Teachers will proficiently implement technology resources in their planning and instruction.	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Instructional Technology Support Teacher Teachers Campus Administrators Director of Innovation and Instructional Technology **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

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

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

Performance Objective 1: Hallsville High School will communicate with stakeholders regarding student progress and ways to support student learning.

Evaluation Data Sources: Newsletters
Websites
Open Meetings
Event Flyers
Agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: HHS will communicate with stakeholders through the campus website to keep everyone abreast of campus events and student achievement.	**Formative**		
Strategy's Expected Result/Impact: Stakeholder involvement	**Oct**	**Jan**	**Apr**
Positive perception of schools			
Staff Responsible for Monitoring: Campus Administrators			
Campus Counselors			
CTE Director			
ESF Levers:			
Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: HHS will host 2 Title I Part A Meetings and activities during the school year.	**Formative**		
Strategy's Expected Result/Impact: Stakeholder Involvement	**Oct**	**Jan**	**Apr**
Positive perception of campus			
Staff Responsible for Monitoring: Campus Administrators			
ESF Levers:			
Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 7: Hallsville High School 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: 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.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: Increased CCMR rates
    Increased graduation rates
 	
    Staff Responsible for Monitoring: Campus Administrators
    CCMR Coordinator
    Campus Counselors
    CTE Director
 	
    TEA Priorities:
    Connect high school to career and college
    - **ESF Levers:**
    Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct a Title I Parent Conference day for teachers and parents to discuss student progress.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: Parent Involvement
    Staff Responsible for Monitoring: Teachers
    Campus Administrators			

Strategy 3 Details	Formative Reviews

Strategy 3: Conduct an college athletic recruitment seminar for parents and students to discuss the recruiting process, clearinghouse information, student expectations, social media do's and don't and etc.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Parent Involvement **Staff Responsible for Monitoring:** Athletic Coach Athletic Director Campus Administrators **TEA Priorities:** Connect high school to career and college			

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

Policies, Procedures, and Requirements

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

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

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