

Hallsville Independent School District
Hallsville High School
2022-2023 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 ISD is located in the heart of East Texas, nestled between Longview and Marshall along the I-20 corridor. The town of Hallsville is approximately 4 square miles with a little less than 4,000 residents, according to the 2017 census. However, the school district covers approximately 188 square miles and has more than 18,000 residents. The median age in city limits is 36 years, with 90% of the population being white, followed by 5% Hispanic. The median household income within city limits is \$82,802, with 33.5% of those households holding a degree above high school. Texas' median income is \$57,051.

The school district serves students that reside in 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.

Student Learning

Student Learning Summary

Algebra I	85%	90%	84%	-6	48%	65%	53%	-8	22%	34%	29%	
Biology	92%	92%	93%	1	76%	76%	78%	2	35%	46%	41%	-5
US History	97%	98%	95%	-3	79%	85%	82%	-3	49%	60%	50%	-10
English I	81%	79%	82%	3	67%	67%	66%	-1	18%	13%	16%	3
English II	76%	79%	84%	5	59%	67%	70%	3	11%	13%	12%	-1

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 78%)

English II (10th Grade): 70% of English II students will score on grade level or above (Meets or Masters) on the English II EOC. (Five year goal is 75%)


All Grades: 100% of students will show growth in the area of reading and Meets/Masters will rise from 71% to 73% for all students.

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		
<p>Strategy 1: All students will receive remediation support through in class supports, enrichment, and /or intervention.</p> <p>Strategy's Expected Result/Impact: All students will maintain or grow from last year's English I EOC test. An increased number of students will achieve on grade level performance.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased learning outcomes for students due to timely instructional adjustments based on data.</p>	Formative		
	Oct	Jan	Apr


Staff Responsible for Monitoring: Teachers
Campus Administrators


TEA Priorities:


Build a foundation of reading and math

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

 No Progress

 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%)

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		
<p>Strategy 1: All students will receive remediation support through in class supports, enrichment, and /or intervention. 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</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>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. 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</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
 No Progress  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 will increase from 38% in 2021 to 63% (state results) in 2022 (five year goal is 90%) through meeting one of the TSDS PEIMS indicators.

Evaluation Data Sources: CCMR reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitoring system to track students who demonstrate college readiness through the ACT, SAT, TSIA, AP, or Dual Credit.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration Campus Testing Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitoring system to track students who are working to complete an industry based certification in a CTE program of study.</p> <p>Strategy's Expected Result/Impact: Ensure students complete the appropriate course sequence and tests to receive their certification.</p> <p>Staff Responsible for Monitoring: CTE teachers CTE Director Campus Administrators</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Enrollment in CTE dual credit coursework will increase by 3% in the 2021-2022 school year and will obtain skills necessary to obtain entry level employment.</p> <p>Strategy's Expected Result/Impact: Students will be better prepared for internships or employment.</p> <p>Staff Responsible for Monitoring: CTE Director</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The percentage of students receiving CTE certifications (includes local, state , and federal certifications) will increase 5%.</p> <p>Strategy's Expected Result/Impact: Increase the number of students meeting CCMR and graduation requirements. More students prepared to enter the workforce.</p> <p>Staff Responsible for Monitoring: CTE Director</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: CTE will develop 5 new business and industry partners in the Longview area by the end of the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: Increased opportunities and variety for students. Community support and awareness.</p> <p>Staff Responsible for Monitoring: CTE Director</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Special Education Campus Special Education Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative		
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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		
<p>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.</p> <p>Strategy's Expected Result/Impact: All students in these categories will receive the supports they need to be successful.</p> <p>Staff Responsible for Monitoring: Campus Counselors and Nurses</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 9th and 10th Grade Initiative programs for at-risk students.</p> <p>Strategy's Expected Result/Impact: Reduced behavior and failure rates. Increased graduation rates.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselors Initiative Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Edgenuity/Failure reports will show progress for each student.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselors</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselors will follow district system for identifying students At-Risk based on the 14 state criteria. Strategy's Expected Result/Impact: All students meeting at-risk criteria will be identified and served. Staff Responsible for Monitoring: Campus counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: HHS will provide summer programing for credit recovery, and those students that need further intervention and support to pass EOC exams. 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</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: HISD Attendance Officer will follow district system for identifying students and working with families to ensure attendance and graduation. Strategy's Expected Result/Impact: Student attendance will improve All credits earned/recovered Student will graduate Staff Responsible for Monitoring: PEIMS Director Attendance Officer Campus Principals Campus PEIMS/Registrars</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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		
<p>Strategy 1: Provide ACT/SAT Bootcamp outside the school day to students free of charge prior to testing.</p> <p>Strategy's Expected Result/Impact: More students taking the exams Students scoring higher on exams</p> <p>Staff Responsible for Monitoring: Campus Principal GT Coordinator SAT/ACT instructor</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative		
	Oct	Jan	Apr
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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 from 32% to 37%.

Evaluation Data Sources: TELPAS
Local assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Core academic teachers at Hallsville High School are receiving SIOP training during the 2021-22 school year.</p> <p>Strategy's Expected Result/Impact: Teachers in core academic classrooms will learn research based strategies to support English Language Learners in their classrooms.</p> <p>Staff Responsible for Monitoring: Amy Whittle - District ESL Coordinator Melissa Rhodes - Campus ESL Coordinator Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student scoring less than advanced will receive pull out services from ESL personnel and data reviewed monthly for progress and need for further intervention.</p> <p>Strategy's Expected Result/Impact: TELPAS growth for all students Reading on reading level</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs Campus ESL Teachers Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Parent meeting at least once per semester for just bilingual parents to train on resources and build relationships between home and school.</p> <p>Strategy's Expected Result/Impact: Increased student performance Increased parent participation in academics</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs Campus ESL Teachers Campus Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
<p>Strategy 1: Monitor local data at least quarterly for intervention and resources needed. Ensure technology is available to these students as a priority.</p> <p>Strategy's Expected Result/Impact: All students will make academic growth.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased learning</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Oct	Jan	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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		
<p>Strategy 1: Uncertified hires will complete certification requirements within the first school year. Strategy's Expected Result/Impact: All staff will be certified by the end of the school year. All students will be taught by a highly qualified teacher. Staff Responsible for Monitoring: Human Resources Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>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. Strategy's Expected Result/Impact: Higher level, differentiated instruction in all classrooms. Staff Responsible for Monitoring: GT coordinator Campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr

Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Certified teachers in classrooms Increased student performance</p> <p>Staff Responsible for Monitoring: Director of Human Resources Director of CTE Campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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. Strategy's Expected Result/Impact: Get needed supplies for students and staff as efficiently as possible. Staff Responsible for Monitoring: Campus bookkeeper Campus secretary Campus principal	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2022-23 school year.





Evaluation Data Sources: Budget
 HR reports
 Board reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Determine staffing needs early in the spring and submit information to human resources to get jobs posted in a timely manner.</p> <p>Strategy's Expected Result/Impact: Make the best use of district funds to hire qualified staff to teach students.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Safe facilities that are well maintained.</p> <p>Staff Responsible for Monitoring: Campus administrators Maintenance Staff Maintenance Director</p>	Formative		
	Oct	Jan	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: Hallsville High School will 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		
<p>Strategy 1: Distribute class sets of Chromebooks to all core classroom teachers.</p> <p>Strategy's Expected Result/Impact: All students will have access to a Chromebook during classroom instruction. Students will be more proficient in using technology.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Librarian</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
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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		
<p>Strategy 1: HHS will communicate with stakeholders through a newsletter to keep everyone abreast of campus events and student achievement.</p> <p>Strategy's Expected Result/Impact: Stakeholder involvement Positive perception of schools</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselors CTE Director</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased CCMR rates Increased graduation rates</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselors CTE Director Campus Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			