# Huntsville Independent School District

# 2026-2027 District Improvement Plan

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# Comprehensive Needs Assessment

# Needs Assessment Overview

## Summary

The Huntsville Independent School District Comprehensive Needs Assessment (CNA) process identified strengths, opportunities, and priority areas to guide district improvement efforts for the 2026–2027 school year. The district utilized multiple sources of data, including student achievement results, state accountability indicators, assessment data, enrollment trends, stakeholder feedback, program evaluations, staffing data, and campus improvement planning information to identify areas of continued growth and improvement.

Huntsville ISD continues to demonstrate a strong commitment to providing equitable opportunities and high-quality educational experiences for all students. The district benefits from dedicated educators, strong community partnerships, established instructional support systems, and a collaborative culture focused on continuous improvement. District strengths include improved End-of-Course performance, increased College, Career, and Military Readiness (CCMR) outcomes, strong community partnerships, implementation of high-quality instructional materials, professional learning structures, and systems designed to support the academic, behavioral, and social-emotional needs of students.

The needs assessment identified student achievement as a continued area of focus. While the district has experienced growth in specific content areas and student groups, data indicates a need to accelerate academic progress across grades and subjects, particularly for students receiving special education services, Emergent Bilingual students, economically disadvantaged students, and other identified student groups. The district will continue to strengthen Tier I instruction, intervention systems, progress monitoring, and data-driven instructional practices to ensure all students have access to rigorous, standards-aligned learning opportunities.

Curriculum, instruction, and assessment remain critical components of the district improvement process. The district will implement Bluebonnet Learning high-quality instructional materials in reading language arts and mathematics while strengthening curriculum alignment, PLC practices, common assessment systems, and instructional coaching. Continued focus will be placed on ensuring consistent implementation of district instructional expectations, effective use of assessment data, and targeted instructional responses based on student needs.

Recruiting, developing, and retaining highly effective staff remains a district priority. The needs assessment identified the importance of strengthening teacher pipelines, expanding professional learning opportunities, supporting new teachers, and providing differentiated development opportunities for all staff. The district will continue to enhance recruitment efforts, teacher residency opportunities, mentoring systems, leadership development, and Teacher Incentive Allotment (TIA) opportunities to support employee retention and instructional excellence.

The district recognizes that a positive culture and climate are essential to student and staff success. Continued implementation of Capturing Kids' Hearts, Multi-Tiered System of Supports (MTSS), counseling services, and social-emotional supports will remain priorities as the district works to strengthen student engagement, belonging, attendance, and overall wellness. The district will continue monitoring climate data, discipline trends, attendance, and stakeholder feedback to guide improvement efforts.

Family and community engagement continues to be an important factor in student success. The needs assessment identified opportunities to expand two-way communication, increase parent education opportunities, strengthen multilingual outreach, and provide additional opportunities for families and community partners to participate in district planning and decision-making. The district will continue leveraging partnerships with Sam Houston State University, the Texas Department of Criminal Justice, local businesses, and community organizations to provide resources and opportunities for students and families.

Technology remains an important support for instruction, communication, assessment, and operations. The district will continue evaluating technology systems to ensure equitable access, effective instructional integration, cybersecurity, and support for data-informed decision-making.

Based on the comprehensive review of district data and stakeholder input, Huntsville ISD will focus improvement efforts during the 2026–2027 school year on the following priorities:

- Increasing student achievement and accelerating growth for all learners, with focused support for identified student groups.
- Ensuring consistent implementation of high-quality instructional materials and effective Tier I instruction.

- Strengthening data-driven instruction, assessment practices, intervention systems, and PLC processes.
- Recruiting, developing, and retaining highly effective educators and staff.
- Building a positive district culture focused on relationships, student engagement, safety, and belonging.
- Expanding meaningful family and community partnerships.
- Leveraging technology to enhance instruction, communication, and operational effectiveness.

Through intentional planning, collaboration, and continuous monitoring of progress, Huntsville ISD will continue building systems that support student success and ensure every student is prepared for college, career, and life.

# Demographics

## Summary

Huntsville Independent School District is located in Walker County, approximately 70 miles north of Houston. The City of Huntsville has an estimated population of approximately 48,500 residents. The community is home to three major employers: the Texas Department of Criminal Justice, Sam Houston State University, and Huntsville ISD. These organizations contribute significantly to the local economy and provide educational and employment opportunities for district families.

Huntsville ISD encompasses approximately 650 square miles and serves students through six brick-and-mortar campuses and two online campuses. District enrollment has remained relatively stable over the past three years despite shifts between instructional settings. Total enrollment was 11,273 students in 2023, 11,296 students in 2024, and 10,962 students in 2025. During the 2025–2026 school year, enrollment at the district's brick-and-mortar campuses increased by 23 students while enrollment in the online campuses decreased by 334 students, reflecting continued changes in student enrollment preferences.

Based on the most recent Texas Academic Performance Report (TAPR), the district's student population is approximately 21.4% African American, 40.4% Hispanic, 31.9% White, and 6.3% representing other racial and ethnic groups. Approximately 68.2% of students are identified as Economically Disadvantaged, 14.9% are Emergent Bilingual, and 57.6% are identified as At Risk. Additionally, 14.7% of students receive special education services, 8.8% receive Section 504 services, 5.4% are identified with dyslexia, 3.5% experience homelessness, and 0.1% are identified as being in foster care. The district's student mobility rate continues to exceed the state average, creating additional challenges for maintaining instructional continuity and accelerating student achievement.

Huntsville ISD provides a comprehensive continuum of special education services designed to meet the diverse needs of eligible students. Among students receiving special education services, the largest disability categories include intellectual disabilities, behavioral disabilities, autism, physical disabilities, and non-categorical early childhood services.

The district implements an Early Exit bilingual program model for Spanish-speaking students in grades Prekindergarten through Grade 5. Due to ongoing challenges in recruiting certified bilingual teachers, Huntsville ISD has annually applied for a Bilingual Exception/ESL Waiver. English as a Second Language (ESL) services are provided to eligible multilingual learners whose home language is not English. More than 35 home languages are represented across the district, with Spanish, Arabic, and Urdu being the most prevalent. Huntsville ISD remains committed to providing meaningful communication and engagement opportunities for families by translating district communications into Spanish and other languages as needed to ensure equitable access to information and services.

## Strengths

Huntsville ISD serves a diverse and resilient student population supported by strong community partnerships, comprehensive educational programming, multilingual services, and a commitment to meeting the academic, behavioral, and social-emotional needs of every student. The district's collaboration with local institutions, stable enrollment at brick-and-mortar campuses, and expanding family engagement efforts provide a strong foundation for continuous improvement.

- Huntsville ISD serves a diverse student population that provides rich cultural, linguistic, and experiential perspectives, strengthening learning opportunities across the district.
- The district maintains stable overall enrollment, allowing for long-term planning while remaining responsive to changing student needs.
- The district provides a comprehensive continuum of educational services, including special education, bilingual/ESL, dyslexia, Section 504, gifted and talented, career and technical education, and online learning options to meet the diverse needs of students.
- More than 35 home languages are represented throughout the district, creating opportunities to foster multilingualism, cultural awareness, and inclusive family engagement.
- Strong partnerships with Sam Houston State University, the Texas Department of Criminal Justice, local businesses, and community organizations provide valuable resources, internships, mentoring opportunities, and postsecondary pathways for students.
- Huntsville ISD continues to expand communication with multilingual families through translated materials and interpreter

services, increasing access to district programs and services.

- The district has established systems to identify and provide targeted academic, behavioral, and social-emotional supports for students identified as At Risk, Emergent Bilingual, economically disadvantaged, and those receiving special education services.
- Brick-and-mortar enrollment has remained stable, demonstrating continued confidence in the district's instructional programs and campus offerings.
- The district's geographic location and strong community partnerships provide students with access to higher education, workforce development, and career exploration opportunities.

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Huntsville ISD serves a diverse student population with varying academic, linguistic, economic, and social-emotional needs that require differentiated systems of support to ensure equitable access to high-quality instruction and student success. | District systems for using demographic and student performance data to proactively identify needs, allocate resources, and monitor the effectiveness of interventions are not consistently implemented across campuses. |

★ = Priority

# Student Achievement

## Summary

Huntsville ISD continues to prioritize high levels of academic achievement for all student groups through the implementation of high-quality instructional materials, data-driven decision making, and targeted intervention systems. Analysis of district and state assessment data indicates areas of academic growth as well as opportunities to strengthen instructional practices and improve outcomes for all learners.

Performance of students receiving special education services continues to be an area of focus. On the 2024 STAAR administration (All Grades, All Subjects), 39% of students receiving special education services met the Approaches Grade Level standard, 20% met the Meets Grade Level standard, and 4% achieved the Masters Grade Level standard. These results declined from the previous year, reinforcing the need to strengthen specially designed instruction, ensure consistent implementation of Individualized Education Programs (IEPs), provide appropriate accommodations with fidelity, and increase access to grade-level instruction through effective Tier I practices and inclusion supports.

Emergent Bilingual (EB) student performance also remains a district priority. On the 2024 STAAR administration (All Grades, All Subjects), 60% of EB students met the Approaches Grade Level standard, 29% met the Meets Grade Level standard, and 6% achieved the Masters Grade Level standard. While these results reflected a decline from the previous year, the district has strengthened support systems through the leadership of an English Learner Instructional Specialist and a Bilingual Instructional Coach who provide professional learning, coaching, classroom support, and ongoing monitoring of program implementation. The district's bilingual program now serves students in Prekindergarten through Grade 5, providing increased opportunities for early language development and academic success.

Preparing students for postsecondary success remains a district priority. Huntsville ISD increased its College, Career, and Military Readiness (CCMR) rate from 66.3% for the Class of 2022 to 75.9% for the Class of 2023. District leadership continues to expand opportunities for students to earn CCMR indicators through advanced coursework, industry-based certifications, dual credit, military readiness pathways, and college readiness assessments. A cross-functional district leadership team regularly monitors CCMR data and develops strategies to increase student participation and success across all campuses, including the district's online high school.

District STAAR performance demonstrated areas of academic progress and areas requiring continued improvement. End-of-Course (EOC) assessment results improved in Algebra I, Biology, U.S. History, and English II, while Grade 4 Reading also demonstrated gains. However, results across most Grades 3–8 assessments indicate the need for continued emphasis on rigorous Tier I instruction, consistent implementation of high-quality instructional materials, effective PLC processes, frequent progress monitoring, and timely academic interventions to ensure all students achieve grade-level expectations.

For the 2026–2027 school year, Huntsville ISD will implement Bluebonnet Learning instructional materials in reading language arts and mathematics, strengthen Professional Learning Communities (PLCs), expand instructional coaching and observation-feedback cycles, utilize formative assessment data to guide instruction, and provide targeted supports for student groups requiring accelerated growth. These efforts are designed to improve student outcomes and ensure all learners are prepared for success beyond graduation.

## Strengths

- District End-of-Course assessment performance improved in Algebra I, Biology, U.S. History, and English II, demonstrating positive growth at the secondary level.
- Grade 4 Reading demonstrated improved STAAR performance, reflecting the impact of focused literacy instruction and targeted intervention.
- The district has established a comprehensive instructional support system that includes instructional coaches, content specialists, campus leadership, and Professional Learning Communities focused on improving Tier I instruction.
- Huntsville ISD has adopted and will implement Bluebonnet Learning high-quality instructional materials to ensure consistent, standards-aligned instruction across campuses.
- District leaders routinely monitor student performance data and use multiple assessment measures, including classroom assessments, benchmark assessments, i-Ready diagnostics, and STAAR results, to guide instructional decisions and

intervention planning.

- A district-wide Multi-Tiered System of Supports (MTSS) provides academic interventions designed to accelerate learning for students requiring additional support.
- Huntsville ISD has demonstrated continued growth in College, Career, and Military Readiness and remains committed to expanding opportunities for students to earn CCMR indicators prior to graduation.
- Dedicated instructional support for Emergent Bilingual students and students receiving special education services provides ongoing coaching, professional learning, compliance monitoring, and instructional resources to improve student outcomes.
- Strong collaboration among teachers, instructional coaches, campus administrators, and district leaders supports continuous improvement and shared accountability for student achievement.

# Problem Statements Identifying Student Achievement Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Based on the most recent STAAR results, students receiving special education services continue to perform below district and state expectations across grade levels and content areas. While some students are demonstrating growth, overall achievement at the Approaches, Meets, and Masters performance levels indicates the need for stronger Tier 1 instruction, consistent implementation of specially designed | Inconsistent implementation of specially designed instruction and Individualized Education Programs (IEPs), combined with varying levels of teacher understanding of evidence-based instructional practices, differentiation, accommodations, and progress monitoring, has limited student access to rigorous grade-level instruction and academic growth. |

★ = Priority

# District Culture and Climate

## Summary

Huntsville ISD is committed to fostering a positive, student-centered culture where all students and staff feel safe, valued, supported, and empowered to achieve high levels of success. The district believes that a strong culture of high expectations, collaboration, and continuous improvement is essential to improving student outcomes and preparing students for future success.

The district continues to implement Capturing Kids' Hearts (CKH) as its foundational relationship-building framework across all campuses. CKH practices support safe, welcoming learning environments by strengthening relationships among students, staff, and families while promoting student engagement, belonging, and accountability. Social-emotional learning resources, counseling services, behavior supports, and Community in Schools partnerships further address barriers to learning and promote the well-being of students.

District leaders have established clear instructional and operational expectations that promote consistency across campuses. Regular leadership meetings, campus support visits, classroom observations, and coaching cycles ensure alignment with district priorities while fostering shared responsibility for continuous improvement. Campus administrators utilize observation and feedback processes to strengthen instructional leadership and build teacher capacity.

Professional Learning Communities (PLCs) and collaborative leadership structures encourage shared decision-making, collective problem-solving, and the use of data to improve teaching and learning. District and campus leadership teams regularly monitor progress toward strategic goals and implement improvement strategies based on student performance and organizational data.

The district remains committed to strengthening employee engagement, recognition, and professional growth. Ongoing professional learning, leadership development opportunities, mentoring programs, and instructional coaching support the recruitment, development, and retention of highly effective staff. Huntsville ISD also continues to expand opportunities for staff collaboration, celebrate accomplishments, and recognize excellence across all employee groups.

School safety remains a district priority. Comprehensive safety procedures, emergency preparedness planning, behavioral threat assessment processes, and partnerships with local law enforcement and community agencies support safe and secure learning environments for students and staff.

During the 2026–2027 school year, the district will continue to strengthen organizational culture by increasing opportunities for stakeholder feedback, enhancing communication systems, promoting positive campus climates, and ensuring consistent implementation of district expectations across all campuses. District leaders will regularly monitor climate indicators including attendance, discipline, employee retention, survey results, and student engagement data to guide continuous improvement efforts.

## Strengths

- Huntsville ISD maintains a strong commitment to building positive relationships through district-wide implementation of Capturing Kids' Hearts.
- District leadership has established clear instructional and organizational expectations that promote consistency, accountability, and continuous improvement across all campuses.
- Professional Learning Communities and collaborative leadership structures support shared decision-making, data analysis, and collective responsibility for student success.
- Campus leaders regularly engage in classroom observations, coaching conversations, and instructional feedback to strengthen teaching and learning.
- The district provides comprehensive counseling, behavioral, and social-emotional supports that address barriers to learning and promote student well-being.
- Community in Schools partnerships and other community resources provide additional academic, behavioral, and family supports for students.
- A comprehensive school safety program, including emergency operations planning, behavioral threat assessment processes, and partnerships with local agencies, promotes safe learning environments.
- District leaders prioritize professional growth through instructional coaching, mentoring, leadership development, and

differentiated professional learning opportunities.

- The district fosters a culture of collaboration among teachers, administrators, support staff, families, and community partners to improve student outcomes.
- Huntsville ISD is committed to continuous improvement by regularly reviewing stakeholder feedback, climate data, attendance, discipline, and employee retention trends to inform district and campus improvement efforts.

# Problem Statements Identifying District Culture and Climate Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | While campuses maintain positive relationships with students and families, opportunities exist to strengthen a district-wide culture of high expectations, collaboration, shared accountability, and student belonging. | Inconsistent implementation of district-wide systems that reinforce expectations, recognize success, promote collaboration, and monitor school climate has resulted in varying experiences across campuses. |

★ = Priority

# Staff Quality, Recruitment, and Retention

## Summary

Huntsville ISD recognizes that recruiting, developing, supporting, and retaining highly effective educators is essential to improving student achievement and organizational excellence. The district remains committed to attracting quality employees, providing meaningful professional growth opportunities, and creating a positive work environment that promotes long-term employee success.

The district implements a comprehensive recruitment strategy that includes participation in regional and university job fairs, partnerships with educator preparation programs, strategic marketing efforts, and collaboration with Sam Houston State University and other institutions of higher education. Huntsville ISD continues to expand the teacher residency program, providing aspiring educators with high-quality clinical experiences while developing a pipeline of future teachers for the district.

To support retention, the district provides a comprehensive induction and mentoring program for new teachers coordinated through the department of Teaching and Learning. Beginning teachers receive ongoing coaching, mentoring, professional learning, and campus-level support designed to strengthen instructional practices and increase teacher effectiveness. Veteran educators also have access to differentiated professional learning aligned to district priorities, instructional needs, and individual growth goals.

Instructional coaches, campus administrators, and district leaders provide job-embedded coaching and observation-feedback cycles that support continuous professional growth. Professional Learning Communities (PLCs) provide structured opportunities for teachers to collaborate, analyze student data, share effective instructional practices, and improve student learning outcomes.

Huntsville ISD continues to strengthen recruitment and retention through participation in the Teacher Incentive Allotment (TIA). The district has expanded local designation opportunities to recognize and reward highly effective teachers while increasing access to performance-based compensation. These efforts support both employee retention and instructional excellence.

Leadership development remains a district priority. Campus administrators participate in ongoing leadership learning focused on instructional leadership, coaching, data analysis, school improvement planning, and implementation of district instructional expectations. District leaders provide consistent support through campus visits, coaching, and collaborative planning to build leadership capacity across the organization.

The district also recognizes the importance of fostering a positive organizational culture that values employee voice, celebrates accomplishments, and promotes collaboration. Huntsville ISD will continue to evaluate employee feedback, monitor recruitment and retention data, and implement strategies that enhance employee satisfaction, engagement, and professional growth.

## Strengths

- Huntsville ISD has established a comprehensive recruitment strategy that includes university partnerships, educator job fairs, teacher residency partnerships, and targeted recruitment efforts.
- The district maintains a strong partnership with Sam Houston State University, creating opportunities to recruit and develop future educators while strengthening the local teacher pipeline.
- A comprehensive new teacher induction and mentoring program provides beginning teachers with structured support, coaching, and professional learning during their first years of service.
- Instructional coaches and campus administrators provide ongoing job-embedded coaching and observation-feedback cycles that improve instructional effectiveness.
- Professional Learning Communities provide teachers with dedicated time to collaboratively analyze data, plan instruction, and share best practices.
- The Teacher Incentive Allotment program recognizes and rewards highly effective teaching while supporting employee recruitment and retention.
- District professional learning is aligned with strategic priorities and provides differentiated learning opportunities for teachers, instructional leaders, and support staff.
- Leadership development opportunities strengthen instructional leadership capacity among campus administrators.
- The district promotes a collaborative professional culture focused on continuous improvement, shared leadership, and

student success.

- Huntsville ISD regularly reviews staffing data, certification needs, employee feedback, and retention trends to inform strategic workforce planning and ensure students have access to highly qualified educators.

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

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Recruiting, developing, and retaining highly qualified teachers and campus leaders remains a challenge, particularly in high-need certification areas and hard-to-fill positions. | Competition for certified educators, combined with inconsistent mentoring, leadership development, and differentiated professional support, has impacted recruitment, teacher effectiveness, and retention. |

★ = Priority

# Curriculum, Instruction, and Assessment

## Summary

Huntsville ISD is committed to providing rigorous, standards-aligned instruction through the consistent implementation of high-quality instructional materials (HQIM), research-based instructional practices, and a comprehensive assessment system. During the 2026–2027 school year, the district will implement Bluebonnet Learning for reading language arts and mathematics while ensuring instructional alignment through a guaranteed and viable curriculum.

Student learning is monitored through a balanced assessment system that includes classroom formative assessments, common formative assessments, unit assessments, benchmark assessments, i-Ready diagnostics, and state assessment data. Assessment results are routinely analyzed during Professional Learning Communities (PLCs) to identify student learning needs, adjust instruction, plan interventions and extensions, and monitor student progress toward district and campus goals.

The district's Curriculum Management System (CMS) serves as the central repository for curriculum documents, instructional resources, pacing guides, assessments, and instructional expectations. District curriculum documents are reviewed and updated regularly to ensure alignment with the Texas Essential Knowledge and Skills (TEKS), Bluebonnet Learning, and district instructional priorities.

Instructional coaches, instructional specialists, and campus administrators provide ongoing job-embedded coaching and support to teachers through planning, modeling, observation, feedback, and data analysis. Campus leaders utilize a district observation and feedback framework to monitor implementation of district instructional expectations and provide timely coaching to improve instructional effectiveness.

Professional Learning Communities remain the primary structure for collaborative planning, analysis of student work, and continuous instructional improvement. Teachers collaborate regularly to identify essential standards, analyze assessment data, plan high-quality lessons, develop common assessments, and implement targeted interventions.

The district provides targeted instructional supports for multilingual learners through bilingual and English as a Second Language (ESL) programs. Instructional resources including Istation, Summit K12, and other language acquisition supports are utilized to strengthen English language development and prepare students for academic success and TELPAS performance.

Professional learning is designed to build educator capacity through differentiated learning opportunities aligned with district priorities. The Director of Professional Learning coordinates district-wide professional development, new teacher induction, mentoring, leadership development, and instructional coaching to support teachers throughout all stages of their careers. The district continues to strengthen recruitment and retention efforts through the Teacher Incentive Allotment (TIA), teacher residency partnerships, and strategic recruitment initiatives.

Huntsville ISD remains committed to meeting the academic, behavioral, and social-emotional needs of all students through a comprehensive Multi-Tiered System of Supports (MTSS). District implementation of Capturing Kids' Hearts, Quaver, Community in Schools, and other evidence-based programs supports positive school culture, student engagement, attendance, and overall student success. Continued professional learning and monitoring of MTSS implementation will strengthen Tier I instruction and intervention systems while ensuring students receive timely and appropriate academic and behavioral supports.

Family engagement continues to be an important component of student success. The district will expand opportunities for parent education, communication, and engagement through informational meetings, advisory committees, family learning events, and multilingual communication designed to strengthen partnerships between schools and families.

## Strengths

- The district has adopted and will implement Bluebonnet Learning high-quality instructional materials to provide rigorous, standards-aligned instruction across all campuses.
- A guaranteed and viable curriculum is supported through the district Curriculum Management System, providing teachers with consistent access to curriculum documents, pacing guides, instructional resources, and assessments.
- Professional Learning Communities are well established and provide regular opportunities for collaborative planning, data analysis, lesson design, and continuous instructional improvement.

- A comprehensive assessment system, including i-Ready diagnostics, classroom formative assessments, common formative assessments, unit assessments, benchmark assessments, and STAAR data, supports timely instructional decision-making.
- Instructional coaches, specialists, and campus administrators provide ongoing job-embedded coaching, modeling, and observation-feedback cycles that strengthen instructional practices.
- District instructional expectations provide consistency in classroom instruction and establish clear expectations for high-quality Tier I teaching.
- Targeted instructional supports and specialized instructional staff strengthen services for Emergent Bilingual students, students receiving special education services, and other student groups requiring additional support.
- The district has implemented a comprehensive professional learning system that includes new teacher induction, instructional coaching, leadership development, and differentiated professional development aligned to district priorities.
- Expansion of the Teacher Incentive Allotment program and teacher residency partnerships supports recruitment, retention, and the development of highly effective educators.
- A district-wide Multi-Tiered System of Supports (MTSS), combined with Capturing Kids' Hearts and other evidence-based social-emotional supports, promotes positive learning environments and addresses barriers to student success.
- District leaders routinely monitor curriculum implementation through classroom observations, data reviews, PLC participation, and instructional coaching to ensure continuous improvement and fidelity of implementation.

# Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | District mathematics performance continues to lag behind state and regional averages at the Meets Grade Level standard, indicating the need to strengthen Tier 1 mathematics instruction and student mastery of grade-level standards. | Variability in teacher experience, certification, and instructional capacity, combined with inconsistent implementation of high-quality instructional materials and data-driven instructional practices, has impacted mathematics achievement. |

★ = Priority

# Family and Community Engagement

## Summary

Huntsville ISD recognizes families and community partners as essential contributors to student success. The district is committed to building meaningful partnerships that strengthen communication, increase family engagement, and provide students with expanded opportunities for academic, social, and postsecondary success.

The district continues to enhance communication systems to ensure families have timely access to important information regarding academics, student supports, campus events, and district initiatives. Communication is provided through multiple platforms, including district and campus websites, social media, newsletters, parent meetings, and direct communication systems. The district prioritizes equitable access to information by providing translated materials and interpretation services for families whose primary language is not English.

Huntsville ISD serves a diverse community with more than 35 home languages represented across the district. The district continues to strengthen outreach and engagement efforts for Emergent Bilingual families by providing communication and resources in Spanish and other languages as needed to support meaningful family participation in their child's education.

Campus and district leaders provide opportunities for families to participate in decision-making and provide feedback through parent meetings, surveys, campus events, advisory groups, and community engagement activities. The district will continue to explore opportunities to expand parent leadership opportunities, including the development of parent advisory structures that provide families with a voice in district planning and improvement efforts.

Strong partnerships with community organizations, higher education institutions, businesses, and local agencies provide valuable resources and opportunities for students and families. Partnerships with organizations such as Sam Houston State University, the Texas Department of Criminal Justice, Community in Schools, local businesses, and other community agencies support college and career readiness, mentoring, student services, internships, and family resources.

The district continues to provide opportunities for students to engage in career exploration, workforce development, and postsecondary preparation through partnerships that support College, Career, and Military Readiness (CCMR) goals. Community partnerships expand student access to real-world learning experiences and strengthen connections between schools and the workforce.

During the 2026–2027 school year, Huntsville ISD will continue to strengthen family and community engagement by increasing opportunities for two-way communication, expanding multilingual outreach, providing parent education opportunities, and gathering stakeholder feedback to guide continuous improvement efforts.

## Strengths

- Huntsville ISD has strong community partnerships with higher education institutions, local businesses, and community organizations that provide resources, opportunities, and support for students and families.
- The district benefits from partnerships with Sam Houston State University and other community organizations that support student recruitment, college readiness, career exploration, and educator development.
- District and campus leaders provide multiple communication opportunities for families through digital platforms, meetings, events, and direct outreach.
- The district demonstrates a commitment to equitable access by providing translated communication and interpretation services for multilingual families.
- Huntsville ISD serves a culturally and linguistically diverse community, providing opportunities to celebrate diversity and strengthen family-school partnerships.
- Campuses provide opportunities for families to engage in student learning through events, conferences, parent meetings, and campus activities.
- Community partnerships, including Community in Schools and local agencies, provide additional academic, social-emotional, and family support services.
- District leaders actively seek stakeholder feedback through surveys, advisory groups, and community engagement opportunities to inform planning and decision-making.

- The district provides students with expanded opportunities for career exploration, internships, workforce connections, and postsecondary preparation through community partnerships.
- Huntsville ISD maintains a strong commitment to developing partnerships that support the whole child and remove barriers to student achievement.

# Problem Statements Identifying Family and Community Engagement Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Family and community engagement opportunities vary across campuses, resulting in inconsistent participation and partnerships that support student learning and achievement. | District and campus systems for communicating with families, building meaningful partnerships, and engaging stakeholders in student learning are not consistently implemented or monitored. |

★ = Priority

# District Context and Organization

## Summary

Huntsville Independent School District is committed to providing a high-quality education that prepares every student for success in college, career, and life. The district serves approximately 11,000 students across six brick-and-mortar campuses and two online campuses within a geographic area of approximately 650 square miles. The district includes Prekindergarten through Grade 12 programming and provides a variety of instructional opportunities designed to meet the diverse academic, social, and emotional needs of students.

Huntsville ISD operates within a unique community context that includes strong partnerships with Sam Houston State University, the Texas Department of Criminal Justice, local businesses, and community organizations. These partnerships provide valuable opportunities for students and staff through career exploration, workforce development, internships, mentoring, educator preparation, and community support services.

The district maintains a strong focus on continuous improvement through a collaborative leadership structure that includes district administrators, campus leaders, teachers, support staff, students, families, and community stakeholders. District and campus improvement planning processes are guided by data analysis, stakeholder feedback, state accountability indicators, student achievement data, and identified needs from the Comprehensive Needs Assessment (CNA).

District systems are designed to support consistent implementation of instructional priorities across campuses. The district provides clear expectations and processes for curriculum implementation, assessment practices, professional learning, instructional coaching, campus support, and progress monitoring. The Curriculum Management System (CMS), Professional Learning Communities (PLCs), classroom observation and feedback cycles, and data-driven decision-making structures provide a foundation for instructional alignment and continuous growth.

Huntsville ISD continues to strengthen organizational effectiveness through strategic planning, leadership development, and evaluation of district processes and procedures. District leaders regularly review systems to ensure resources, staffing, professional learning, and supports are aligned to student needs and district goals. Communication structures continue to be refined to promote transparency, collaboration, and shared ownership among stakeholders.

The district remains focused on developing systems that support all learners, including Emergent Bilingual students, students receiving special education services, economically disadvantaged students, and students identified as At Risk. Through implementation of high-quality instructional materials, Multi-Tiered System of Supports (MTSS), targeted intervention systems, and expanded academic and social-emotional supports, Huntsville ISD works to ensure equitable access to opportunities and resources for every student.

During the 2026–2027 school year, district priorities include strengthening Tier I instruction through Bluebonnet Learning implementation, increasing instructional consistency through PLCs and coaching cycles, improving student achievement outcomes, expanding College, Career, and Military Readiness (CCMR) opportunities, strengthening recruitment and retention efforts, and continuing to build a positive district culture centered on student success.

## Strengths

- Huntsville ISD has a clear commitment to continuous improvement through data-driven decision making, strategic planning, and stakeholder engagement.
- The district benefits from strong community partnerships with Sam Houston State University, the Texas Department of Criminal Justice, local businesses, and community organizations that provide resources and opportunities for students and staff.
- District and campus leaders collaborate effectively to align resources, instructional priorities, and improvement efforts to student needs.
- The district has established systems for curriculum management, assessment analysis, professional learning, and instructional support that promote consistency across campuses.
- The implementation of Bluebonnet Learning high-quality instructional materials provides a strong foundation for rigorous, standards-aligned instruction.

- Professional Learning Communities, instructional coaching, and observation-feedback cycles support teacher growth and continuous instructional improvement.
- District leadership regularly monitors accountability data, student achievement results, enrollment trends, staffing needs, and stakeholder feedback to guide decision-making.
- Huntsville ISD provides multiple educational pathways and support systems, including traditional campuses, online learning options, special programs, bilingual/ESL services, and career-focused opportunities.
- The district has developed organizational structures that support collaboration among departments, campuses, and community partners.
- Huntsville ISD demonstrates a commitment to serving the whole child through academic, behavioral, social-emotional, and family engagement supports.
- District leaders continue to evaluate and refine processes and procedures to increase efficiency, improve communication, and ensure alignment with district goals.

# Problem Statements Identifying District Context and Organization Needs

| | Problem Statement | Root Cause |
| --- | --- | --- |
| 1 ★ | As district initiatives continue to expand, consistent implementation and monitoring of instructional priorities across campuses is essential to ensure alignment and improve student outcomes. | District systems for implementation monitoring, cross-department collaboration, communication, and accountability are not consistently aligned, resulting in variation in campus implementation of district priorities. |

★ = Priority

# Technology

## Summary

Huntsville ISD recognizes technology as an essential component of teaching, learning, communication, and operational effectiveness. The district is committed to providing reliable, secure, and equitable access to technology resources that support high-quality instruction, student engagement, collaboration, and preparation for college, career, and life.

The district continues to maintain a robust technology infrastructure that supports instructional programs across six brick-and-mortar campuses and three online campuses. Students and staff have access to devices, digital resources, instructional platforms, and network systems designed to enhance learning opportunities and provide access to educational resources beyond the traditional classroom setting.

Technology resources are strategically integrated into instruction to support personalized learning, assessment, intervention, enrichment, and student engagement. Digital tools support the implementation of high-quality instructional materials, including Bluebonnet Learning, and provide teachers with resources to monitor student progress, analyze data, and adjust instruction based on student needs. Online assessment platforms and instructional applications provide opportunities for students to demonstrate learning and receive targeted support.

The district continues to utilize data systems to support instructional decision-making, accountability reporting, and continuous improvement. Assessment data, including classroom assessments, i-Ready diagnostics, benchmark assessments, and state assessment results, are used by teachers, campus leaders, and district administrators to identify trends, monitor progress, and develop targeted instructional strategies.

Huntsville ISD remains committed to ensuring equitable access to technology for all students. The district evaluates student and staff technology needs and provides support to reduce barriers to digital learning. Online learning opportunities and digital resources expand access for students with diverse educational needs and provide additional flexibility for families.

Cybersecurity, data privacy, and responsible technology use remain district priorities. The district continues to implement safeguards, provide cybersecurity awareness training, monitor systems, and maintain procedures to protect student and employee information while ensuring technology resources are used responsibly and effectively.

The district provides ongoing professional learning to support effective technology integration. Teachers and staff receive training on instructional technology tools, digital resources, data systems, cybersecurity practices, and strategies for using technology to enhance student learning. Technology support staff collaborate with campuses to provide training, troubleshooting, and assistance to ensure systems operate effectively.

During the 2026–2027 school year, Huntsville ISD will continue to evaluate technology systems, expand effective instructional technology practices, strengthen cybersecurity efforts, support digital literacy, and ensure technology resources remain aligned with district instructional goals and student needs.

## Strengths

- Huntsville ISD maintains a strong technology infrastructure that supports instructional programs, district operations, and online learning opportunities.
- Students and staff have access to technology resources that enhance instruction, communication, collaboration, and learning opportunities.
- The district utilizes technology systems and digital platforms to support data-driven decision-making, assessment analysis, and instructional planning.
- Technology resources support the implementation of high-quality instructional materials and provide teachers with tools to personalize instruction, monitor student progress, and provide targeted interventions.
- The district provides online learning opportunities that expand access and flexibility for students and families.
- Technology support staff provide ongoing assistance, training, and troubleshooting to ensure effective use of district systems.
- The district prioritizes cybersecurity, data protection, and responsible digital citizenship through established procedures,

monitoring systems, and staff awareness efforts.
- Teachers and staff receive ongoing professional learning opportunities focused on effective technology integration and instructional applications.
- Digital assessment platforms and instructional resources provide timely data to support intervention, enrichment, and student growth.
- The district continues to evaluate and improve technology systems to ensure resources are aligned with instructional priorities and organizational goals.

# Problem Statements Identifying Technology Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Technology resources are available to support instruction and district operations; however, consistent integration of digital tools to enhance teaching, learning, assessment, and operational efficiency remains an area for improvement. | Professional learning, coaching, and monitoring of effective technology integration vary across campuses, leading to inconsistent use of instructional technology and digital resources to support student achievement and organizational effectiveness. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Based on the most recent STAAR results, students receiving special education services continue to perform below district and state expectations across grade levels and content areas. While some students are demonstrating growth, overall achievement at the Approaches, Meets, and Masters performance levels indicates the need for stronger Tier 1 instruction, consistent implementation of specially designed | Inconsistent implementation of specially designed instruction and Individualized Education Programs (IEPs), combined with varying levels of teacher understanding of evidence-based instructional practices, differentiation, accommodations, and progress monitoring, has limited student access to rigorous grade-level instruction and academic growth. |
| 2 ★ | Students identified as Emergent Bilingual (current and monitored) continue to perform below district expectations on STAAR across grade levels and content areas, indicating the need for stronger academic language development and increased access to rigorous grade-level instruction. | Inconsistent implementation and monitoring of Tier 1 evidence-based instructional strategies for Emergent Bilingual students, coupled with staffing challenges in recruiting and retaining certified bilingual and ESL teachers, has limited consistent delivery of language supports and grade-level instruction. |
| 3 ★ | District mathematics performance continues to lag behind state and regional averages at the Meets Grade Level standard, indicating the need to strengthen Tier 1 mathematics instruction and student mastery of grade-level standards. | Variability in teacher experience, certification, and instructional capacity, combined with inconsistent implementation of high-quality instructional materials and data-driven instructional practices, has impacted mathematics achievement. |
| 4 ★ | Reading achievement in grades 3-8 remains below district goals and state expectations, demonstrating the need to strengthen literacy instruction and improve student outcomes across all campuses. | Inconsistent implementation of high-quality instructional materials, literacy instructional practices, diagnostic data use, and Tier 1 instruction, combined with teacher experience and certification challenges, has limited reading achievement. |
| 5 ★ | As district initiatives continue to expand, consistent implementation and monitoring of instructional priorities across campuses is essential to ensure alignment and improve student outcomes. | District systems for implementation monitoring, cross-department collaboration, communication, and accountability are not consistently aligned, resulting in variation in campus implementation of district priorities. |

| | | |
|---|---|---|
| 6 ★ | Huntsville ISD serves a diverse student population with varying academic, linguistic, economic, and social-emotional needs that require differentiated systems of support to ensure equitable access to high-quality instruction and student success. | District systems for using demographic and student performance data to proactively identify needs, allocate resources, and monitor the effectiveness of interventions are not consistently implemented across campuses. |
| 7 ★ | While campuses maintain positive relationships with students and families, opportunities exist to strengthen a district-wide culture of high expectations, collaboration, shared accountability, and student belonging. | Inconsistent implementation of district-wide systems that reinforce expectations, recognize success, promote collaboration, and monitor school climate has resulted in varying experiences across campuses. |
| 8 ★ | Recruiting, developing, and retaining highly qualified teachers and campus leaders remains a challenge, particularly in high-need certification areas and hard-to-fill positions. | Competition for certified educators, combined with inconsistent mentoring, leadership development, and differentiated professional support, has impacted recruitment, teacher effectiveness, and retention. |
| 9 ★ | Teacher turnover remains above the state average, affecting instructional continuity, campus stability, and student achievement. | Inconsistent mentoring, coaching, and differentiated professional learning for new, novice, and District of Innovation (DOI) teachers has affected teacher effectiveness and long-term retention. |
| 10 ★ | Family and community engagement opportunities vary across campuses, resulting in inconsistent participation and partnerships that support student learning and achievement. | District and campus systems for communicating with families, building meaningful partnerships, and engaging stakeholders in student learning are not consistently implemented or monitored. |
| 11 ★ | Technology resources are available to support instruction and district operations; however, consistent integration of digital tools to enhance teaching, learning, assessment, and operational efficiency remains an area for improvement. | Professional learning, coaching, and monitoring of effective technology integration vary across campuses, leading to inconsistent use of instructional technology and digital resources to support student achievement and organizational effectiveness. |

★ = **Priority**

# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

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

## Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Effective Schools Framework data**
- ☑ **Federal Report Card and accountability data**
- ☑ **Results Driven Accountability (RDA)**

## Student Data: Assessments

- ☑ **State and federally required assessment information**

## Parent/Community Data

- ☑ **Parent surveys and/or other feedback**

## Support Systems and Other Data

☑ **Organizational structure data**

# Goals

# Goal 1

ACADEMIC PERFORMANCE
All students will achieve academic success and demonstrate growth.

## Performance Objective 1

Increase the percent of students at each of the Approaches, Meets, and Masters Level on STAAR by 5%. (Domain I)

**Evaluation Data Source:** Data from district and state assessments.

### Strategy 1

☑ **Results Driven Accountability**

District leadership team will analyze district and state level assessments, to include formative assessments, to analyze student performance, instructional effectiveness, and create a plan of action centered on increasing the percentage of students meeting the state and district standards.

**Strategy's Expected Result/Impact:** Increased student achievement in all core areas.

**Staff Responsible for Monitoring:** Executive Director of Elementary and Executive Director of Secondary

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### Strategy 2

Implement the district-wide, systemic MTSS/PBIS model for academic and behavioral needs to include research based interventions, progress monitoring for identified students, and social and emotional curriculum and supports.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** MTSS/PBIS Coordinator

**Funding Sources:** MTSS/PBIS/SWR Coordinator 255 - Title II, Part A, $56,721, PBIS Professional Development 214 - Title IV, Part A, Sub 1, $5,000

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## Strategy 3

Communicate and monitor fidelity of district-wide instructional and behavioral systems through Campus Support and Progress Monitoring Sessions to increase student achievement, review progress, and determine next steps.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning

**Funding Sources:** Leadership Retreat /Meeting expenses 255 - Title II, Part A, $5,000

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## Strategy 4

Monitor interventions and academic and behavioral progress for students placed in a DAEP who meet the requirements stated in Chapter 37.006, TEC and implement transition plans for each student upon their return to their home campus from DAEP.

FTE 8

**Strategy's Expected Result/Impact:** Increased student achievement ,attendance and graduation rates; reduced recidivism and dropout rates

**Staff Responsible for Monitoring:** Assistant Superintendent of Facilities and Operations

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## Strategy 5

Provide core academic interventionists to increase student achievement and graduation rate.

**Strategy's Expected Result/Impact:** Increase student academic achievement through one-on-one student instruction.

**Staff Responsible for Monitoring:** Executive Director of Elementary and Executive Director of Secondary

**Funding Sources:** RTI Specialist & Reading Interventionist MPMS & HHS 211 - Title I, Part A, $176,818

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## Strategy 6

Provide high-quality,  academic instructional coaches to support teachers through professional development, mentoring and modeling and provide quality professional development for instructional coaches to support teachers.

**Strategy's Expected Result/Impact:** Increase student academic achievement through one on one teacher training and support

**Staff Responsible for Monitoring:** Executive Director of Elementary and Executive Director of Secondary

**Funding Sources:** EL Instructional Specialist 255 - Title II, Part A, $31,224, Bilingual Instructional Specialist 255 - Title II, Part A, $73,117

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## Strategy 7 ☑ Results Driven Accountability

Continue to monitor and address dropout and dropout recovery each grading period.

**Strategy's Expected Result/Impact:** Reduction in dropout rate.  Increased student achievement and attendance.

**Staff Responsible for Monitoring:** Executive Director of Secondary

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## Strategy 8 ☑ Results Driven Accountability

Continue  the Hornet Success Academy alternative education program to support identified at risk students in earning their high school diploma.  (required strategy: address dropout rate)

**Strategy's Expected Result/Impact:** Increase the graduation rate
Reduce the dropout rate.

**Staff Responsible for Monitoring:** Executive Director of Secondary

**Funding Sources:** HSA Supplies - Instructional Supplies 214 - Title IV, Part A, Sub 1, $10,000

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## Strategy 9

Provide materials, resources, training, ongoing support and access to a variety of well-rounded educational and social-emotional learning resources and opportunities that will enrich the curriculum and educational experiences for students.

**Strategy's Expected Result/Impact:** All students will have access to quality instruction and a well-rounded education.
Academic achievement will increase

**Staff Responsible for Monitoring:** Executive Director of Elementary and Executive Director of Secondary

**Funding Sources:** Supplies and resources for Fine Arts education, Honor Choir Stipends 214 - Title IV, Part A, Sub 1, $14,000, Spelling Bee 214 - Title IV, Part A, Sub 1, $1,200, Google Education 214 - Title IV, Part A, Sub 1, $39,420

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## Strategy 10

Assess K-3 early childhood literacy and mathematics skills quarterly to monitor progress and adjust instruction. (HB 3 Goal, Domain 1)

**Strategy's Expected Result/Impact:** Academic achievement in reading and math will increase

**Staff Responsible for Monitoring:** Director of Accountability and Assessment

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## Strategy 11 ☑ Results Driven Accountability

Develop and provide summer school programs focused on intervention needs, support for credit recovery, and enrichment opportunities.

**Strategy's Expected Result/Impact:** Increased student achievement
Increased graduation rate

**Staff Responsible for Monitoring:** Executive Director of Elementary and Executive Director of Secondary

**Funding Sources:** EB Camp Salaries, Supplies, & Snacks 263 - Title III, Part A, $2,779, Summer School State Comp Ed, $310,000

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## Performance Objective 2

Increase the percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Level on STAAR by 5%. (Domain III)

**Evaluation Data Source:** Data from district and state assessment.

## Strategy 1

Increase student achievement through ongoing, in person professional development for teachers and all instructional staff with an emphasis on Instructional Leadership, Tier 1 Instruction, Classroom Management and Social/Emotional Learning.

**Strategy's Expected Result/Impact:** Increase capacity of all instructional staff which will result in increased student achievement.
Increased availability of professional development offerings for staff.

**Staff Responsible for Monitoring:** Executive Director of Elementary and Executive Director of Secondary

**Funding Sources:** PD, Books and Supplies for ICs and Campus Leaders 255 - Title II, Part A, $34,017, Training & TIII Symposium for EB Director 263 - Title III, Part A,

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## Strategy 2

Increase technology integration into teaching and learning through sustained professional development.

**Strategy's Expected Result/Impact:** Increase teacher capacity to integrate technology.

Increase student achievement and college & career readiness.

**Staff Responsible for Monitoring:** Executive Director of Technology

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## Strategy 3

The Special Education Department will achieve and maintain 98% compliance with all federal and state requirements--including evaluations, ARDs, IEP documentation, and service records--through systematic district-level monitoring, quarterly audits, and timely corrective actions.

**Strategy's Expected Result/Impact:** 100% compliance with SPPI 11, 12, and 13

No overdue evaluations

ARDs held within required timelines

Reduced the risk of TEA corrective action plans

**Staff Responsible for Monitoring:** Director of Special Education

**Funding Sources:** IDEA B,

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## Strategy 4 ☑ Results Driven Accountability

Continue  professional development for teachers of EB students on sheltered instruction, ELPS, PLDs and other research-based strategies to increase student achievement. Continue PD specific to the bilingual program such as building a foundation in Spanish literacy and transitioning from Spanish to English.

**Strategy's Expected Result/Impact:** Increase English language acquisition and student achievement of EBs.

**Staff Responsible for Monitoring:** Director of Emergent Bilingual

**Funding Sources:** Title III Symposium 263 - Title III, Part A,

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## Strategy 5

Implement and monitor a district English language acquisition  progress monitoring system and provide training on interpreting language data and using it to inform instruction. (Summit K12, TELPAS Bootcamp, PLDs)

**Strategy's Expected Result/Impact:** Increase number of EBs meeting TELPAS progress
Increased student achievement

**Staff Responsible for Monitoring:** Director of Emergent Bilingual

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## Strategy 6 Results Driven Accountability

Monitor and provide support for the Bilingual/ESL programs working to identify and address areas of need related to second language acquisition strategies, student achievement, and program improvements.

**Strategy's Expected Result/Impact:** Increased achievement of EBs in all content areas.

**Staff Responsible for Monitoring:** Director of Emergent Bilingual

**Funding Sources:** Instructional Supplies 263 - Title III, Part A, , Rosetta Stone 263 - Title III, Part A, $6,000

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## Strategy 7

Hire and retain Bilingual Classroom Instructional Assistants to supplement instruction for EBs.

**Strategy's Expected Result/Impact:** Increased academic achievement for EBs.  Increased number of EBs meeting TELPAS progress measure.

**Staff Responsible for Monitoring:** Director of Human Resources

**Funding Sources:** Bilingual IAs 263 - Title III, Part A, $120,507

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## Strategy 8 ☑ Results Driven Accountability

Ensure students experiencing homelessness are monitored and supported to reduce the dropout rate (include in monthly campus check-ups)

**Strategy's Expected Result/Impact:** Reduced number of Homeless dropouts
Increased achievement of students experiencing homelessness

**Staff Responsible for Monitoring:** Assistant Superintendent of Facilities and Operations

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## Strategy 9

Provide a GT Specialist to support classroom teachers with the development and implementation of instructional strategies to meet the needs of our gifted learners.

**Strategy's Expected Result/Impact:** Increase in the percentage of gifted students scoring at the masters level.

**Staff Responsible for Monitoring:** Director of Emergent Bilingual/GT

**Funding Sources:** GT Specialist Salary 255 - Title II, Part A, $59,496

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## Performance Objective 3 ☑ HB3 Goal

Increase the number of students meeting criteria to earn a College, Career and Military Readiness point by 5%. (HB 3 Goal, Domains I, II, III)

**Evaluation Data Source:** CCMR Data

## Strategy 1

Exposing and offering students the opportunity for success beyond high school by providing coursework and job related activities to increase acceptance and participation in colleges, universities, technical schools and the military.

**Strategy's Expected Result/Impact:** Increased number of students that graduate college, career or military ready.

**Staff Responsible for Monitoring:** Executive Director of Secondary

**Funding Sources:** College Bridge 214 - Title IV, Part A, Sub 1, $1,727, Honest Game 214 - Title IV, Part A, Sub 1, $10,000

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## Strategy 2

☑ **Results Driven Accountability**

Ensure the systematic data review and monitoring of individual EBs, and other special populations at the high school level to ensure they are on track to graduate college and career ready with their cohort.

**Strategy's Expected Result/Impact:** Increased number of EBs and other special populations graduating with their cohort Increase in the number of EB and OSP college and career ready graduates

**Staff Responsible for Monitoring:** Director of Accountability and Assessment

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## Strategy 3

Provide course opportunities for college and career investigation/assessment by the end of students 8th grade year to ensure every student has an aligned program of study so they graduate as a Completer.

**Strategy's Expected Result/Impact:** Increased number of students that graduate college and career ready.

**Staff Responsible for Monitoring:** Executive Director of Secondary

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## Strategy 4

Ensure that at least 90% of annual graduates demonstrate College, Career, or Military Readiness by earning one or more approved CCMR indicators prior to graduation.

**Strategy's Expected Result/Impact:** Increased number of students that graduate college and career ready.
Students scheduled to earn CCMR credit.

**Staff Responsible for Monitoring:** Executive Director of Secondary

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## Strategy 5

Ensure that a graduation monitoring system is implemented to identify students who are on track, at risk or off track for on time graduation beginning in 8th grade/high school.

**Strategy's Expected Result/Impact:** Increase the district's four year graduation rate annually with a goal of reaching or maintaining at least 90% of students graduating on time.

**Staff Responsible for Monitoring:** Executive Director of Secondary

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## Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5%. (HB 3 Goal, Domain II)

**Evaluation Data Source:** District and State Assessment Data

## Strategy 1

Implement the use of a universal math screener in grades K-9, and 10-12 as needed, to track and monitor student growth.

**Strategy's Expected Result/Impact:** Increased student growth in math.

**Staff Responsible for Monitoring:** MTSS/PBIS Coordinator

### Formative Reviews

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## Strategy 2

Provide job-embedded professional development for teachers regarding the tracking, monitoring and reporting of student math and reading growth and understanding of the TEA student growth measure ensuring that teachers are tracking their ribbon students.

**Strategy's Expected Result/Impact:** Increased student growth in math and reading

**Staff Responsible for Monitoring:** Executive Director of Elementary and Executive Director of Secondary

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## Strategy 3

Develop a plan to provide Reading Academy training to designated teachers and support staff.

**Strategy's Expected Result/Impact:** Plan and funding in place to provide Reading Academy training to all required staff within the state time frame and guidelines.

**Staff Responsible for Monitoring:** Executive Director of Elementary

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## Strategy 4

Provide professional development and instructional supports for dyslexia awareness for PK-2 teachers and instructional leadership.

**Strategy's Expected Result/Impact:** Increased student achievement in reading and identification of students in need of dyslexia services

**Staff Responsible for Monitoring:** Director of Special Education

**Funding Sources:** PD for Dyslexia 214 - Title IV, Part A, Sub 1, $5,000

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# Goal 2

SAFE SCHOOLS
All schools will promote nurturing, safe and secure places for students, staff and parents.

## Performance Objective 1

Implement procedures and systems that promote and support positive behaviors and social and emotional well-being.

**Evaluation Data Source:** District discipline data.

### Strategy 1

☑ **Results Driven Accountability**

District personnel will review all placements to the DAEP prior to approval of all DAEP placements before an assignment is finalized.

**Strategy's Expected Result/Impact:** Result:
All DAEP placements will be appropriate.
Increase in consistency and compliance with policy.
Improved RDA scores.

**Staff Responsible for Monitoring:** Assistant Superintendent of Facilities and Operations

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### Strategy 2

☑ **Results Driven Accountability**

District Personnel will be trained on the district discipline matrix to ensure all staff have a complete understanding of definitions and descriptions of Level 1 and 2 offenses.

**Strategy's Expected Result/Impact:** Reduction of school coded discipline offenses.

**Staff Responsible for Monitoring:** Assistant Superintendent of Facilities and Operations

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### Strategy 3

☑ **Results Driven Accountability**

District Personnel will be trained to use the Capturing Kids' Hearts and Restorative Discipline to implement transformational processes focused on social-emotional well being, relationship-driven campus culture, and student connectedness.

**Strategy's Expected Result/Impact:** Reduction in discipline incidents and DAEP referrals

**Staff Responsible for Monitoring:** Executive Director of Elementary and Executive Director of Secondary

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### Strategy 4

Provide safe & healthy learning opportunities and supports to support students social and emotional needs, physical health and character development.

**Strategy's Expected Result/Impact:** Reduction in discipline referrals and improved academic performance.

**Staff Responsible for Monitoring:** Director of Accountability and Assessment

**Funding Sources:** Bark for Education 214 - Title IV, Part A, Sub 1, $6,050, Safety Education and Supplies 214 - Title IV, Part A, Sub 1, $12,000, Quaver - Elementary Character Education 214 - Title IV, Part A, Sub 1, $8,200, PE Supplies 214 - Title IV, Part A, Sub 1, $10,000

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## Performance Objective 2

Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

**Evaluation Data Source:** District character education program and implementation plans.
Positive referral data

### Strategy 1

Provide professional development for all district personnel along with training for parents and students in recognizing bullying, reporting requirements, appropriate interventions and how to monitor technology devices to identify inappropriate behaviors.

**Strategy's Expected Result/Impact:** Reports of bullying will result in resolution and prevent future bullying.
The number of bullying reports will go down.

**Staff Responsible for Monitoring:** Director of Accountability and Assessment

**Funding Sources:** Counselor PD 214 - Title IV, Part A, Sub 1, $5,000

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## Performance Objective 3

Monitor and assess the effectiveness of the district health, safety and emergency plans.

**Evaluation Data Source:** District Emergency Operations  Plan, District Health and Wellness Plans

## Strategy 1

Review written processes, training and communication plans regarding transitions, support, information and services available for other special populations (Homeless, Foster Care, Military connected)

**Strategy's Expected Result/Impact:** Increase in student achievement, attendance and graduation rate of OSP students

**Staff Responsible for Monitoring:** Assistant Superintendent of Facilities and Operations

### Formative Reviews

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# Goal 3

COMMUNITY INVOLVEMENT
The District will provide parent and community partnerships in an environment that promotes trust and collaboration.

## Performance Objective 1

Provide opportunities for parent and community involvement which promote academic achievement and school climate.

**Evaluation Data Source:** Increased community involvement in all operations of the district.

### Strategy 1

Celebrate student, staff and volunteer accomplishments and establish criteria for recognitions in a variety of ways.

**Strategy's Expected Result/Impact:** Increased opportunities to highlight and celebrate student, staff and district successes.

**Staff Responsible for Monitoring:** Executive Director of Community Engagement

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### Strategy 2

Provide opportunities for family involvement throughout the school year and review, revise and publish the Huntsville ISD Parent Involvement Policy.

**Strategy's Expected Result/Impact:** Increased Parent Involvement

**Staff Responsible for Monitoring:** Director of State and Federal Programs

**Funding Sources:** Childcare, Supplies, Snacks & Trans for PFE 263 - Title III, Part A, $250, Parent Powered Program - All Campuses 211 - Title I, Part A, $45,000

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## Strategy 3

Provide opportunities for parents to receive up-to-date information regarding state assessment and accountability via multiple media sources.

**Strategy's Expected Result/Impact:** Increased parent awareness of student achievement and accountability data.

**Staff Responsible for Monitoring:** Director of Accountability and Assessment

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## Strategy 4

Provide a home /school liaison to support families, including those experiencing homelessness, to increase student success, encourage parent & family involvement, and to connect students and families with community resources.

**Strategy's Expected Result/Impact:** Increased parent support and involvement. Improved student welfare & increased academic achievement.

**Staff Responsible for Monitoring:** Assistant Superintendent of Facilities and Operations

**Funding Sources:** Foster Care Transportation 211 - Title I, Part A, $1,500, Home/School Liaisons - Salary, Supplies & Mileage 211 - Title I, Part A, $190,200

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# Performance Objective 2

Provide a variety of communication methods to share information with parents, students and community stakeholders.

## Strategy 1

Provide opportunities for parents to learn how to pre-register their student(s) utilizing electronic submission of forms.

**Strategy's Expected Result/Impact:** Increased participation in online registration.

**Staff Responsible for Monitoring:** PEIMS Director

### Formative Reviews

| October | January | March | June |
| --- | --- | --- | --- |

## Strategy 2

Conduct a parent and teacher survey regarding parent and community involvement.

**Strategy's Expected Result/Impact:** Increased parent and community involvement.

**Staff Responsible for Monitoring:** Director of State and Federal Programs

### Formative Reviews

| October | January | March | June |
| --- | --- | --- | --- |

## Strategy 3

Review and revise the Value and Utility of parent involvement training annually.

**Strategy's Expected Result/Impact:** Increase partnerships between parents, teachers and schools to increase student achievement.

**Staff Responsible for Monitoring:** Director of State and Federal Programs

### Formative Reviews

| October | January | March | June |
| --- | --- | --- | --- |

## Strategy 4

Develop a plan for improved community outreach and additional supports for PFE opportunity.

**Strategy's Expected Result/Impact:** Higher levels of Parent and Family Engagement and support for improved academic achievement.

**Staff Responsible for Monitoring:** Director of State and Federal Programs & Executive Director of Community Engagement

### Formative Reviews

| October | January | March | June |
|---|---|---|---|

## Performance Objective 3

Provide district and campus opportunities that encourage and support parent and family engagement in the education of their children.

**Evaluation Data Source:** Parent Involvement opportunities and events

### Strategy 1

Provide live streaming of board meetings and events to engage and inform district stakeholders.

**Strategy's Expected Result/Impact:** Increased engagement by stakeholders
Increased understanding of district processes and programs

**Staff Responsible for Monitoring:** Director of Media

#### Formative Reviews

| October | January | March | June |
|---|---|---|---|

### Strategy 2

Continue to consistently produce media in multiple channels (print, video, social media, et al.) that highlights and supports district programs, events, employees and students. Find new avenues (e.g. Stadium Video board and Performing Arts Center) to share content. Encourage student, staff and family "community spirit" through engagement.

**Strategy's Expected Result/Impact:** Increased awareness of district programs, events, and accomplishments

**Staff Responsible for Monitoring:** Director of Media

#### Formative Reviews

| October | January | March | June |
|---|---|---|---|

### Strategy 3

Utilize hosting the Performing Arts Center, Support & Learning Center & District Athletic Facilities to help showcase Huntsville ISD to communities outside of the District.

**Strategy's Expected Result/Impact:** Increased number of events that grant us the opportunity to enhance pride and cohesiveness in our community, and share the quality of Huntsville ISD.

**Staff Responsible for Monitoring:** Director of Media

### Formative Reviews

| October | January | March | June |
|---|---|---|---|
| | | | |

## Performance Objective 4

Increase community and district awareness of the Career and Technical Education programs through community event participation.

### Strategy 1

Provide opportunities for community members and parents to visit our CTE facilities and learn about our district programs (Huntsville Leadership Institute, Veteran Tiny House program, etc.)

**Strategy's Expected Result/Impact:** Increased enrollment in CTE courses

**Staff Responsible for Monitoring:** Executive Director of Secondary

### Formative Reviews

| October | January | March | June |
|---|---|---|---|
| | | | |

# Goal 4

RESOURCES
The District will ensure fiscal accountability and responsibility through transparent and sound stewardship of our resources.

## Performance Objective 1

Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect our mission and core belief statements.

**Evaluation Data Source:** Completed reviews of studies related to effectiveness completed and findings implemented.

### Strategy 1

Provide professional development for district and campus administrators on state and federal time lines/guidelines related to resource allocations.

**Strategy's Expected Result/Impact:** Allocated resources will be used in accordance with state and federal guidelines to increase student achievement.

**Staff Responsible for Monitoring:** Director of State and Federal Programs

#### Formative Reviews

| October | January | March | June |
|---|---|---|---|

### Strategy 2

Review allocation process and explore differentiated allocation process of district, state and federal resources.

**Strategy's Expected Result/Impact:** Maximized use of district, state, and federal funds to increase student achievement.

**Staff Responsible for Monitoring:** Director of State and Federal Programs

#### Formative Reviews

| October | January | March | June |
|---|---|---|---|

### Strategy 3

Implement the use of technological devices and programs to enhance student achievement.

**Strategy's Expected Result/Impact:** Increased student achievement through the use of technology integration.

**Staff Responsible for Monitoring:** Executive Director of Technology

### Formative Reviews

| October | January | March | June |
|---|---|---|---|

## Strategy 4

Utilize the Educational Service Center, Region VI, to provide additional services as needed as a means of maximizing revenues and communicate to all stakeholders their availability.

**Strategy's Expected Result/Impact:** Increase teacher capacity through expanded training offerings

**Staff Responsible for Monitoring:** Director of State and Federal Programs

**Funding Sources:** ESC 6 ESSA Fee Service 211 - Title I, Part A, $8,700

### Formative Reviews

| October | January | March | June |
|---|---|---|---|

## Strategy 5

Staffing Plans:  Conduct staffing review/audit in all areas of district operation including instruction, administration, operations, and support staff.

**Strategy's Expected Result/Impact:** Budget coding alignment to each staff position in Skyward system.
Completed staffing plan for each campus and District department

**Staff Responsible for Monitoring:** Director of Human Resources

### Formative Reviews

| October | January | March | June |
|---|---|---|---|

## Strategy 6

Identify and document needs of students and programs on individual campuses that Federal resources may address.

**Strategy's Expected Result/Impact:** Federal resources will be used to address identified student needs and increase student achievement.

**Staff Responsible for Monitoring:** Director of State and Federal Programs

### Formative Reviews

| October | January | March | June |
| --- | --- | --- | --- |

## Strategy 7

Provide district level positions to secure funding, monitor all federal grant funded activities and provide specialized assistance to Title I campuses to better facilitate increasing student academic achievement.

**Strategy's Expected Result/Impact:** Increased student academic achievement throughout the school year as evidenced by effectively and efficiently utilizing federal funding.

**Staff Responsible for Monitoring:** Director of State and Federal Programs

**Funding Sources:** Indirect Costs 255 - Title II, Part A, $11,133, Indirect Costs 214 - Title IV, Part A, Sub 1, $4,381, Indirect Costs 263 - Title III, Part A, $4,292, Salary & Benefit expenses 214 - Title IV, Part A, Sub 1, $3,314, Salary & Benefit expenses LOCAL, , Salary & Benefit expenses 255 - Title II, Part A, $3,516, Salary & Benefit expenses 211 - Title I, Part A, $85,654, Salary & Benefit expenses 263 - Title III, Part A, $3,314, Indirect Costs 211 - Title I, Part A, $64,048

### Formative Reviews

| October | January | March | June |
| --- | --- | --- | --- |

# Performance Objective 2

Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

**Evaluation Data Source:** All facilities capable of meeting the needs of student learners.

## Strategy 1

Maintain standards for technology, and upgrade current technology and infrastructure.

**Strategy's Expected Result/Impact:** Increase bandwidth between campuses and the internet.

Increase student achievement and access.

**Staff Responsible for Monitoring:** Executive Director of Technology

### Formative Reviews

| October | January | March | June |
| --- | --- | --- | --- |

## Strategy 2

Evaluate and prioritize facility maintenance throughout the district facilities.

**Strategy's Expected Result/Impact:** Plan of action for addressing facility and equipment needs.

**Staff Responsible for Monitoring:** Assistant Superintendent of Facilities and Operations

### Formative Reviews

| October | January | March | June |
| --- | --- | --- | --- |

## Strategy 3

Continue partnerships with colleges and universities providing dual credit options and funding to pay for tuition for students.

**Strategy's Expected Result/Impact:** Evidence/Results:

Increased enrollment numbers for CTE and dual credit.
Increased number of course offerings.

**Staff Responsible for Monitoring:** Executive Director of Secondary

### Formative Reviews

| October | January | March | June |
| --- | --- | --- | --- |

## Strategy 4

Allocate funds that promote academic achievement and social-emotional well being for all students.

**Strategy's Expected Result/Impact:** Effective allocation of funds to support increased student achievement.

**Staff Responsible for Monitoring:** Director of State and Federal Programs

**Funding Sources:** PNP Equitable Services 214 - Title IV, Part A, Sub 1, $4,692, PNP Equitable Services 255 - Title II, Part A, $12,121, Campus Title I Allocations 211 - Title I, Part A, $1,474,436

## Formative Reviews

| October | January | March | June |
|---|---|---|---|
| | | | |

# Goal 5

STAFF
The District will recruit and retain exceptional staff to inspire, encourage, and empower student academic and social success.

## Performance Objective 1

Hire and retain qualified personnel using district developed processes, procedures, and resources.

**Evaluation Data Source:** Teacher turnover data

### Strategy 1

Continue the New Teacher Induction Program.

**Strategy's Expected Result/Impact:** Increased retention of qualified teachers.

**Staff Responsible for Monitoring:** Executive Director of Elementary and Executive Director of Secondary

**Funding Sources:** New Teacher Stipends for Pre-Contract Training 255 - Title II, Part A, $19,000

#### Formative Reviews

| October | January | March | June |
|---|---|---|---|

### Strategy 2

Continue the Teacher of the Year, the New Teacher of the Year Awards, Instructional Assistant of the Year Award, Support and Professional Support Person of the Year Award and Counselor of the Year Award.
*Review process at all campuses
*Have a campus committee assist

**Strategy's Expected Result/Impact:** Accurate service records for each District employee.
Improved district climate.

**Staff Responsible for Monitoring:** Executive Director of Community Engagement

#### Formative Reviews

| October | January | March | June |
|---|---|---|---|

### Strategy 3

Continue stipends for teachers in critical shortage areas of Mathematics, Science, Bilingual, and Special Education.

**Strategy's Expected Result/Impact:** Decrease the number of staff shortages in critical areas.

**Staff Responsible for Monitoring:** Director of Human Resources

### Formative Reviews

| October | January | March | June |
|---|---|---|---|

## Strategy 4

Tuition Reimbursement: Inform HISD employees of this funding source to increase awareness of HISD's continuing education effort.

**Strategy's Expected Result/Impact:** Increase employee participation in continuing education through tuition reimbursement education, support and application review.

**Staff Responsible for Monitoring:** Director of Human Resources

### Formative Reviews

| October | January | March | June |
|---|---|---|---|

## Strategy 5

Continue the district wide mentor program for all campuses to support teachers who are new to the district or new to the professions.

**Strategy's Expected Result/Impact:** Increase Teacher Retention
Increase student achievement

**Staff Responsible for Monitoring:** Executive Director of Elementary and Executive Director of Secondary

**Funding Sources:** Mentor Stipends 255 - Title II, Part A, $29,000

### Formative Reviews

| October | January | March | June |
|---|---|---|---|

## Strategy 6

Develop systems for monitoring and implementing the new Texas Mentorship Program to support 1st and 2nd year teachers.

**Strategy's Expected Result/Impact:** Increased teacher retention
Increased student achievement

**Staff Responsible for Monitoring:** Director of Human Resources

### Formative Reviews

| October | January | March | June |
|---|---|---|---|

## Strategy 7

Provide training and programs to develop the Principals and District Leadership in their efforts to become effective instructional leaders.

**Strategy's Expected Result/Impact:** Retain teachers and increase student achievement.

**Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning

**Funding Sources:** Leadership Professional Development 255 - Title II, Part A, $20,000

### Formative Reviews

| October | January | March | June |
|---|---|---|---|

## Strategy 8

Implement new employee orientation (NEO) to onboard employees new to the District and orientate them to District policy, Benefits, and onboarding process.

**Strategy's Expected Result/Impact:** Orientate new employees to District policy, sign up new employees to the Benefits offered by the District and finalize all on boarding paperwork

**Staff Responsible for Monitoring:** Director of Human Resources

### Formative Reviews

| October | January | March | June |
|---|---|---|---|

## Strategy 9

Create, maintain, and monitor compliance Eduhero modules for all HISD staff.  HR Dept. will oversee the implementation of this training.

**Strategy's Expected Result/Impact:** Compliance with state mandate training, monitor progress of completion of modules of all employees

**Staff Responsible for Monitoring:** Director of Human Resources

### Formative Reviews

| October | January | March | June |
| --- | --- | --- | --- |

## Strategy 10

Create and monitor performance evaluations for all non-teaching staff District-wide in STRIVE and update job descriptions as needed.

**Strategy's Expected Result/Impact:** Create consistent evaluation procedures with all supervisors, create an accountability method to support employee work performance

**Staff Responsible for Monitoring:** Director of Human Resources

### Formative Reviews

| October | January | March | June |
| --- | --- | --- | --- |

## Strategy 11

Monitor the time-tracking system with the conversion to new district-wide software to allow more effective and accurate tracking of employee hourly time, overtime, and comp time. This will impact hourly wage employees only and summer school employees, not on stipend pay.

**Strategy's Expected Result/Impact:** Create consistent time keeping procedures with all supervisors, create an accountability method to support employee work performance

**Staff Responsible for Monitoring:** Director of Human Resources

### Formative Reviews

| October | January | March | June |
| --- | --- | --- | --- |

## Strategy 12

Implement a paid Teacher Residency program in partnership with Sam Houston State University.

**Strategy's Expected Result/Impact:** Pay stipend to residency teacher, mentor teacher, and for training.

**Staff Responsible for Monitoring:** Director of Human Resources

### Formative Reviews

| October | January | March | June |
| --- | --- | --- | --- |

## Performance Objective 2

Increase recruiting of qualified teachers for all positions with an emphasis on critical need areas such as, math, science, bilingual education and special education.

**Evaluation Data Source:** All positions filled with highly qualified, competent educators prepared to meet the needs of student learners.

### Strategy 1

Increase recruitment opportunities and include current campus staff in the process. Opportunities are structured to involve more than one district representative. Recruiting information is uploaded to a live google doc for campus/department administrators to view.

**Strategy's Expected Result/Impact:** Conduct and participate in a wide range of job fairs.

Seek other avenues to attract and retain highly qualified teachers.

**Staff Responsible for Monitoring:** Director of Human Resources

### Formative Reviews

| October | January | March | June |
| --- | --- | --- | --- |

## Performance Objective 3

Refine a plan to provide high quality professional development that fosters growth and includes tiered support for all teachers and staff.

**Evaluation Data Source:** District and state student achievement data
Professional development plan

### Strategy 1

Continue to provide professional development for current teachers to become ESL certified and provide a one time $200.00 stipend upon successful completion and certification.

**Strategy's Expected Result/Impact:** Increase in ESL certifications

**Staff Responsible for Monitoring:** Director of Emergent Bilingual

### Formative Reviews

| October | January | March | June |
|---|---|---|---|

## Strategy 2

Communicate effectively and efficiently with all stakeholders in order to improve the educational experience for all.

**Strategy's Expected Result/Impact:** Increased effectiveness among district and campus leaders in communicated pertinent and timely information across all stakeholders.

**Staff Responsible for Monitoring:** Director of State and Federal Programs

**Funding Sources:** Smore for Teams 255 - Title II, Part A, $1,360

### Formative Reviews

| October | January | March | June |
|---|---|---|---|

# State Compensatory Education

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** $0.00

**Total FTEs Funded by SCE:** 72.17

**Brief Description of SCE Services and/or Programs**

## Personnel for District Improvement Plan

| Name | Position | FTE |
|---|---|---|
| Amanda Rivera | IA - Bilingual - SJE | 1 |
| Amy Langley | Dyslexia - HHS | 1 |
| Ana Marin | IA - Bilingual - HES | 1 |
| Andrew Martin | IA - Inclusion - SJE | 1 |
| Ashley Murray | Inst. Coach - RLA - HHS | 1 |
| Ashley Tijerina | Inst. Coach - RLS - SWHE | 1 |
| Asia Riggins | Admin. Assistant - HSA | 1 |
| Augustine Archie | IA - PK SPED - ESE | 1 |
| Betsy Marlin | Dyslexia - ESE | 0.91 |
| Brenda Torres | IA - Bilingual - SJE | 1 |
| Bridget Smiley | Instructional Technology Specialist | 1 |
| Candeleria Jones | IA - Bilingual - SJE | 1 |
| Carolyn Stivender | RTI Interventionist - MPMS | 1 |
| Cassandra Singleterry | IA - General - ESE | 1 |
| Cassandra Taylor | Intervention - HHS | 0.13 |
| Chelsea Poncinie | IA - Inclusion - ESE | 1 |
| Cindy Raney | IA - Credit Recovery - HHS | 1 |
| Clarissa Rivera | IA - General - SJE | 1 |
| Cody Warren | RLA Teacher - HSA | 1 |
| Courtney Hilliard | Interventionist - SJE | 1 |

| | | |
|---|---|---|
| Danielle Sandmann | Inst. Coach - RLA - ESE | 1 |
| David Yeager | Math Teacher - HSA | 1 |
| Donna Jenkins | Admin. Assistant - DAEP | 1 |
| Freda Shaw | Dyslexia - HES | 1 |
| Gina Carnline | Teen Leadership - MPMS | 1 |
| Hannah Smith | Inst. Coach - RLA - SJE | 1 |
| Irene Warran | IA - General - SWHE | 1 |
| Jennifer Gregson | IA - General - SJE | 1 |
| Justin Jennings | Credit Recovery - HHS | 0.63 |
| Kaitlen Johnson | Intervention - HHS | 0.26 |
| Kasey Norris | IA - SPED SJE | 1 |
| Kassandra Alcala | IA - Bilingual - SWHE | 1 |
| Kathryn Johnson | Intervention - HES | 1 |
| Kathryn Selensky-Lehman | Intervention - HHS | 0.26 |
| Katie Johnson | Inst. Coach - RLA - HES | 1 |
| Kendell Jones | SS Teacher - HSA | 1 |
| Kirsten Fahy | IA - General PK - HES | 1 |
| Kristin Hill | Science Teacher - HSA | 1 |
| Kristy Ferguson | Dyslexia - ESE | 0.76 |
| Latia Taylor | IA - General PK - ESE | 1 |
| Laura Sausage | Dyslexia - SJE | 1 |
| Lauren Hayes | Dyslexia - HHS | 0.88 |
| Lisa Hoke | Dyslexia - DAEP | 1 |
| Lockie Archie | Intervention - ESE | 1 |
| Luis Lugo | IA - General - DAEP | 1 |
| Martha Small | Credit Recovery - HHS | 0.26 |
| Melanie Peiskee | Intervention - HHS | 0.13 |
| Michaela Austin | IA - General - SWHE | 1 |
| Michelle Black | Dyslexia - MPMS | 0.89 |
| Nathan Bruner | Director - DAEP | 1 |

| | | |
|---|---|---|
| Quinton Dooly | Teen Leadership - MPMS | 1 |
| Ronnie Major | Teacher - DAEP | 0.43 |
| Ruth Hutchison | Instructional Technology Specialist | 1 |
| Shandy Stewart | Intervention - ESE | 1 |
| Sharonda Johnson | Director - HSA | 1 |
| Sheila Elliott | Counselor - AEP/DAEP | 1 |
| Sheri Moebes | Intervention - HES | 1 |
| Stacie Castleberry | Intervention - SJE | 1 |
| Stephen Smucker | Teacher - DAEP | 1 |
| Tamatha Elliot | Intervention - HES | 1 |
| Tammy Sanders | Intervention - SWHE | 1 |
| Terrence Johnson | IA - General DAEP | 1 |
| Thomas Presswood | Intervention - HHS | 0.13 |
| Vacant | IA - General HES | 1 |
| Vacant | Teacher - SPED DAEP | 1 |
| VACANT | Dyslexia - SWHE | 1 |
| Vacant | IA - Bilingual - ESE | 1 |
| Vacant | IA - General HES | 1 |
| Vacant | IA - Bilingual HES | 1 |
| Vacant | Inter. Reading - SJE | 1 |
| Vacant | IA - General SWHE | 1 |
| Vacant | IA - General SWHE | 1 |
| Vacant | Inter. Math - SWHE | 0.5 |
| Vacant | IA - General ESE | 1 |
| Vacant | Social Learning Lab | 1 |
| Vacant | IA - Bilingual HES | 1 |
| Velma Scott | IA - PK - ESE | 1 |
| Virginia Colley | Inst. Coach - RLA - MPMS | 1 |
| Zoey Gambrell | IA - General PK - HES | 1 |

# Title I Summary

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Abbe Rae | Inst. Coach - SStudies | HHS | 1 |
| Alyssa Askew | Inst. Coach - Science | MPMS | 1 |
| April Lehmkuhl | Reading Interventionist | MPMS | 1 |
| Ashley Barton | Instructional Coach - Math | SJE | 1 |
| Ashley Gibson | Instructional Coach - PK-2 | SJE | 1 |
| Cassy Siros | Inst. Coach - Math/S | SWHE | 1 |
| Cleveland Jones | Inst. Coach - Math | MPMS | 1 |
| Crissie Fowler | Inst. Coach - Math | HES | 1 |
| Crystal Byrd | Inst. Coach - Math | ESE | 1 |
| Daquisha Houston | IA | SWHE | 1 |
| Erin McCarley | Inst. Coach - Science | HHS | 1 |
| Jennifer Smith | RTI Specialist | HHS | 1 |
| Jessica Hassell | Director of State & Federal Programs | District | 0.62 |
| Jodi Humphrey | Inst. Coach - Math | HHS | 1 |
| Juanita Hall | Home/School Liaison - Elementary | District | 1 |
| Kayla Serenity Hubert Vega | Home/School Liaison - Secondary | District | 1 |
| Kelli Heinemeier | Inst. Coach - PK-2 | SWHE | 1 |
| Kimberly Machinsky | Inst. Coach - PK-2 | ESE | 1 |
| Megan Winkler | Grants Administrative Assistant | District | 0.12 |
| Shanna Hollis | Inst. Coach - PK-2 | HES | 1 |
| VACANT | Instructional Coach - SS | MPMS | 1 |

# Assurances

**Statutorily Required Assurances**

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance

# Funding Summary

# Funding Summary

## 211 - Title I, Part A

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 5 | RTI Specialist & Reading Interventionist MPMS & HHS | -- | $176,818.00 |
| 3 | 1 | 2 | Parent Powered Program - All Campuses | -- | $45,000.00 |
| 3 | 1 | 4 | Foster Care Transportation | -- | $1,500.00 |
| 3 | 1 | 4 | Home/School Liaisons - Salary, Supplies & Mileage | -- | $190,200.00 |
| 4 | 1 | 4 | ESC 6 ESSA Fee Service | -- | $8,700.00 |
| 4 | 1 | 7 | Salary & Benefit expenses | -- | $85,654.00 |
| 4 | 1 | 7 | Indirect Costs | -- | $64,048.00 |
| 4 | 2 | 4 | Campus Title I Allocations | -- | $1,474,436.00 |
| | | | | **Sub-Total** | $2,046,356.00 |
| | | | | **Budgeted Fund Source Amount** | $2,046,356.00 |
| | | | | **+/- Difference** | $0.00 |

## 255 - Title II, Part A

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 2 | MTSS/PBIS/SWR Coordinator | -- | $56,721.00 |
| 1 | 1 | 3 | Leadership Retreat /Meeting expenses | -- | $5,000.00 |
| 1 | 1 | 6 | EL Instructional Specialist | -- | $31,224.00 |
| 1 | 1 | 6 | Bilingual Instructional Specialist | -- | $73,117.00 |
| 1 | 2 | 1 | PD, Books and Supplies for ICs and Campus Leaders | -- | $34,017.00 |
| 1 | 2 | 9 | GT Specialist Salary | -- | $59,496.00 |
| 4 | 1 | 7 | Indirect Costs | -- | $11,133.00 |
| 4 | 1 | 7 | Salary & Benefit expenses | -- | $3,516.00 |
| 4 | 2 | 4 | PNP Equitable Services | -- | $12,121.00 |
| 5 | 1 | 1 | New Teacher Stipends for Pre-Contract Training | -- | $19,000.00 |
| 5 | 1 | 5 | Mentor Stipends | -- | $29,000.00 |
| 5 | 1 | 7 | Leadership Professional Development | -- | $20,000.00 |
| 5 | 3 | 2 | Smore for Teams | -- | $1,360.00 |
| | | | | **Sub-Total** | $355,705.00 |
| | | | | **Budgeted Fund Source Amount** | $355,705.00 |
| | | | | **+/- Difference** | $0.00 |

## 263 - Title III, Part A

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 11 | EB Camp Salaries, Supplies, & Snacks | -- | $2,779.00 |
| 1 | 2 | 1 | Training & TIII Symposium for EB Director | -- | $0.00 |
| 1 | 2 | 4 | Title III Symposium | -- | $0.00 |
| 1 | 2 | 6 | Instructional Supplies | -- | $0.00 |
| 1 | 2 | 6 | Rosetta Stone | -- | $6,000.00 |
| 1 | 2 | 7 | Bilingual IAs | -- | $120,507.00 |
| 3 | 1 | 2 | Childcare, Supplies, Snacks & Trans for PFE | -- | $250.00 |
| 4 | 1 | 7 | Indirect Costs | -- | $4,292.00 |
| 4 | 1 | 7 | Salary & Benefit expenses | -- | $3,314.00 |
| | | | | **Sub-Total** | $137,142.00 |
| | | | | **Budgeted Fund Source Amount** | $137,142.00 |
| | | | | **+/- Difference** | $0.00 |

## IDEA B

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 2 | 3 | | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $0.00 |
| | | | | **+/- Difference** | $0.00 |

## LOCAL

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 4 | 1 | 7 | Salary & Benefit expenses | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $0.00 |
| | | | | **+/- Difference** | $0.00 |

## 214 - Title IV, Part A, Sub 1

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 2 | PBIS Professional Development | -- | $5,000.00 |
| 1 | 1 | 8 | HSA Supplies - Instructional Supplies | -- | $10,000.00 |
| 1 | 1 | 9 | Supplies and resources for Fine Arts education, Honor Choir Stipends | -- | $14,000.00 |
| 1 | 1 | 9 | Spelling Bee | -- | $1,200.00 |
| 1 | 1 | 9 | Google Education | -- | $39,420.00 |
| 1 | 3 | 1 | College Bridge | -- | $1,727.00 |
| 1 | 3 | 1 | Honest Game | -- | $10,000.00 |
| 1 | 4 | 4 | PD for Dyslexia | -- | $5,000.00 |
| 2 | 1 | 4 | Bark for Education | -- | $6,050.00 |
| 2 | 1 | 4 | Safety Education and Supplies | -- | $12,000.00 |
| 2 | 1 | 4 | Quaver - Elementary Character Education | -- | $8,200.00 |
| 2 | 1 | 4 | PE Supplies | -- | $10,000.00 |
| 2 | 2 | 1 | Counselor PD | -- | $5,000.00 |
| 4 | 1 | 7 | Indirect Costs | -- | $4,381.00 |
| 4 | 1 | 7 | Salary & Benefit expenses | -- | $3,314.00 |
| 4 | 2 | 4 | PNP Equitable Services | -- | $4,692.00 |
| | | | | **Sub-Total** | $139,984.00 |
| | | | | **Budgeted Fund Source Amount** | $139,984.00 |
| | | | | **+/- Difference** | $0.00 |

## State Comp Ed

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 11 | Summer School | -- | $310,000.00 |
| | | | | **Sub-Total** | $310,000.00 |
| | | | | **Budgeted Fund Source Amount** | $310,000.00 |
| | | | | **+/- Difference** | $0.00 |

## Bilingual Allotment

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| | | | | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $0.00 |
| | | | | **+/- Difference** | $0.00 |

## 212 - Title I, Part A, School Improvement Grant

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| | | | | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $0.00 |
| | | | | **+/- Difference** | $0.00 |

## 215 - Title I, Part D (Bayes)

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| | | | | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $0.00 |
| | | | | **+/- Difference** | $0.00 |

# Huntsville ISD

# 2024-2025

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

| MANDATE | REFERENCES | LEA PERSON RESPONSIBLE | LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION) | DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE) |
|---|---|---|---|---|
| 1. **Bullying**<br>● Prevention, identification, response to and reporting of bullying or-bully-like behavior | TEC 37.0832 | Chief Academic Officer | The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB. | |
| 2. **Coordinated Health Program**<br>● Student fitness assessment data<br>● Student academic performance data<br>● Student attendance rates<br>● Percentage of students who are Economically Disadvantaged<br>● Use and success of methods of physical activity<br>● Other indicators | TEC 11.253(d)<br>Board Policy FFA(Local) | Chief Academic Officer | The school will follow Board Policies: FFA and EHAA. | |
| 3. **DAEP Requirements** | TEC 37.008 | Chief Academic Officer- DAEP | The district and campuses will follow Board Policy FOCA. | |

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|---|---|---|---|---|
| ● Student groups served – monitoring over-representation<br>● Attendance rates<br>● Pre- and post- assessment results<br>● Dropout rates<br>● Graduation rates<br>● Recidivism rates | TAC 19 103.1201(b)<br><br>Board Policy FOCA(Legal) | Review Committee | | |
| **4. District's Decision-Making and Planning Policies**<br>● Evaluation – every two years | TEC 11.252(d) | Chief Academic Officer | The district and campuses will follow Board Policy BQA, BQB | |
| **5. Dropout Prevention** | TEC 11.255 | Director-Secondary | The district and campuses will follow Board Policy EHBC | |
| **6. Dyslexia Treatment Programs**<br>● Treatment and accelerated reading program | TEC 11.252(a)(3)(B) | Directors-Elementary, Secondary, and Special Education | The district will follow Board Policy EHB, EHBC, and EKB. | |
| **7. Migrant Plan (Title I, Part C)**<br>● An identification and recruitment plan<br>● New Generation System (NGS)<br>● Early Childhood Education<br>● Parental Involvement<br>● Graduation Enhancement<br>● Secondary Credit Exchange and Accrual<br>● Migrant Services Coordination<br>● A priority services action plan with instructional interventions based upon disaggregated migrant student data | P.L. 107-110, Section 1415(b) | NA | District does not currently participate in Title I, Part C. | |
| **8. Pregnancy Related Services**<br>● District-wide procedures for campuses, as applicable | | Director-Secondary | The district will follow Board Policy FNE, EHBC and EHBD | |

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|---|---|---|---|---|
| **9. Post-Secondary Preparedness/Higher Ed Information/Career Education**<br>● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:<br>o Higher education admissions and financial aid, including sources of information<br>o TEXAS grant program<br>o Teach for Texas grant programs<br>o The need to make informed curriculum choices for beyond high school<br>o Sources of information on higher education admissions and financial aid<br>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities | TEC 11.252(4)<br><br>TEC 11.252(3)(G) | Director -Secondary | The district will follow Board Policy EHFB | |
| **10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals**<br>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements<br>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers<br>● Ensuring that teachers are receiving high-quality professional development<br>● Attracting and retaining certified, highly effective teachers | ESSA | Assistant Superintendent-Human Resources and Operations | The district will follow Board Policy DC (Local) | |

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|---|---|---|---|---|
| **11. Sexual Abuse and Maltreatment of Children** | TEC 38.0041(c)<br>TEC 11.252(9) | Chief Academic Officer | The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. | |
| **12. Student Welfare: Crisis Intervention Programs & Training**<br>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:<br>○ Early mental health intervention<br>○ Mental health promotion and positive youth development<br>○ Substance abuse prevention<br>○ Substance abuse intervention<br>○ Suicide prevention and suicide prevention parent/ guardian notification procedures<br>● Training for teachers, school counselors, principals and all other appropriate personnel. | Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)<br>TEC 11.252(3)(B)(i)<br>Board Policy FFB(Legal)<br>Board Policy DMA(Legal) | Chief Academic Officer | The school will follow Board Policy FFB and FNF. | |
| **13. Student Welfare: Discipline/Conflict/Violence Management** (DIP)<br>● Methods for addressing<br>○ Suicide prevention including parent/guardian notification procedure<br>○ Conflict resolution programs<br>○ Violence prevention and intervention programs<br>○ Unwanted physical or verbal aggression<br>○ Sexual harassment<br>○ Harassment and dating violence | TEC 11.252(a)(3)(E)<br>TEC 11.252(3)(B)<br>TEC 11.252(3)(B)<br>TEC 11.253(d)(8)<br>TEC 37.001<br>Family Code 71.0021<br>TEC 37.0831 | Chief Academic Officer | Board Policies: FFB, FOC, FOCA, DMA and FFE | |

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|---|---|---|---|---|
| **14. Texas Behavior Support Initiative (TBSI)**<br>● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education | TEC 21.451(d)(2)<br><br>Board Policy DMA(Legal) | Director-Special Education | Board Policy DMA (Legal) | |
| **15. Technology Integration in Instructional and Administrative Programs** | TEC 11.252(a)(3)(D)<br><br>TEC 28.001 | Chief Technology Officer | District Technology Plan<br><br>District Advisory Council Agendas and minutes. | |
| **16. Job Description for Peace Officers, Resource Officers & Security personnel** | TEC 11.252 | Assistant Superintendent-Human Resources & Operations | Board Policy CKE (Legal) | |