HARLETON ISD

District Improvement Plan
2026/2027

It's a Great Day to Be a Wildcat

2024-2025 District Rating by the Texas Education Agency
B

Jay Ratcliff
17000 SH 154, Harleton, TX 75651
936-615-3556
ratcliffjay@harletonisd.net

Date Reviewed: 11/10/2026

Date Approved:

HARLETON ISD

Mission

HISD is committed to building a community of learners dedicated to academic achievement, personal growth and social responsibility.

Vision

We are committed to providing a safe environment where every student can thrive academically, socially, and emotionally.

Nondiscrimination Notice
HARLETON ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Summary of the Comprehensive Needs Assessment Process

The Comprehensive Needs Assessment for the development of the 2026-2027 District Improvement Plan (DIP) is a continuation of the work from previous years, and includes input from several stakeholder groups, including the needs of the campuses, student, parent, family, community, and business representatives, and the District Site-Based Decision-Making Committee. Guidance is provided by the Harleton ISD Superintendent and Board of Trustees.

While the Comprehensive Needs Assessment is an ongoing process, the goals, objectives, and strategies have been updated to reflect new and changing needs in response the the pandemic caused by the coronavirus. Strategies will be revised and updated as new needs arise. Timely and meaningful consultation with all required stakeholders is achieved through a variety of formats, including:

- Site-based meetings held periodically throughout the year, as specified by district policy
- Formal and informal feedback
- Surveys
- Quarterly reviews of benchmark data
- School board meetings

Harleton Independent School District utilizes the Multiple Measures of Data model provided by Dr. Victoria Bernhardt which incorporates both quantitative and qualitative data at both the district and campus levels, and emphasizes the following four areas:

- Who are we? (Demographics)
- How well do we do business? (Perceptions)
- How are our students doing? (Student Achievement)
- What are our procedures, methods, and practices? (Processes and Programs)

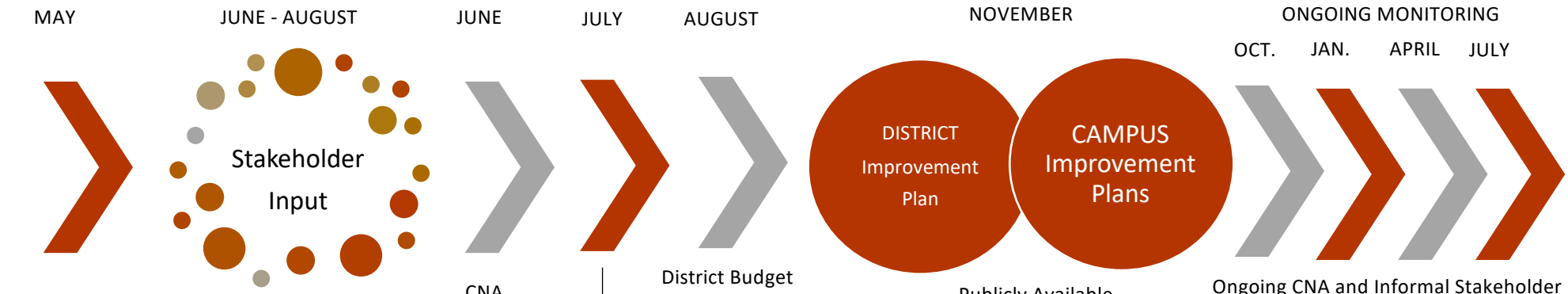
Through an analysis of the data, and utilizing a root cause analysis protocol, strengths, needs, and root causes are identified. Strategies are then developed based on the identified root causes. Finally, stakeholders use a voting method to prioritize strategies with the most potential for having a positive impact on student outcomes.

The purpose of this process is to provide a clear vision, leadership, and guidance for the district and to support all campuses in Harleton ISD in providing quality and equitable opportunities for all students.

The District Improvement Plan is available as hard copy at the District Administration Building, and electronically on the district website at Harleton ISD website. **The plan is in English and made available in Spanish upon request.**

The following timeline is used to develop, monitor, review, revise, and evaluate the ongoing process of the Comprehensive Needs Assessment and evaluate the plan for effectiveness.

Comprehensive Needs Assessment Timeline



Analysis of Preliminary STAAR Results

<u>Formal Stakeholder Engagement</u>:

- Campus & District Site-based Meetings
- Surveys
- Board Meetings
- Participation in Comprehensive Needs Assessment Work Sessions

CNA Work Sessions (District and Campuses)

Evaluate current DIP/CIPs;

Begin Draft of new DIP/CIPs

District Budget Approved:

Fiscal elements added to DIP/CIPs

<u>Publicly Available</u>

- DIP/CIPs approved by School Board
- Posted on Website after Board Approval
- Made available in a language and format that is understandable, according to District Translation Policy

<u>Ongoing CNA and Informal Stakeholder Consultations through:</u>

- Analysis of Six-weeks grades
- Analysis of BOY, MOY, EOY
- Analysis of student progress on individualized instruction/assessment
- PFE Meetings to Review Assessments
- Parent conferences
- Grade-level team mtgs
- Content-area team mtgs
- Monitoring effectiveness of strategies in the DIP/CIPs

SIGN IN

COMPREHENSIVE NEEDS ASSESSMENT
HARLETON HIGH SCHOOL LIBRARY
JULY 7, 2026

	NAME	PLEASE SELECT THE TYPE OF REPRESENTATIVE YOU ARE:			
✓	Crystal Cantrelle	PARENT / BUSINESS	COMMUNITY / ✓TEACHER	DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Judith Ebarb	PARENT / BUSINESS	✓COMMUNITY / TEACHER	DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Shelley Brown	PARENT / BUSINESS	COMMUNITY / TEACHER	✓DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Bree Stripling	PARENT / BUSINESS	COMMUNITY / TEACHER	✓DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Stephanie Alvarez	PARENT / BUSINESS	COMMUNITY / ✓TEACHER	DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Ross Slone	✓PARENT / BUSINESS	COMMUNITY / TEACHER	DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Rena Lowry	PARENT / BUSINESS	COMMUNITY / TEACHER	DISTRICT / STUDENT	✓CAMPUS / ADMIN
✓	Caroline Russell	PARENT / BUSINESS	COMMUNITY / ✓TEACHER	DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Lainey Childress	PARENT / BUSINESS	COMMUNITY / TEACHER	DISTRICT / ✓STUDENT	CAMPUS / ADMIN
✓	Kelli Childress	PARENT / BUSINESS	COMMUNITY / ✓TEACHER	DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Rhonda Campbell	✓PARENT / BUSINESS	COMMUNITY / TEACHER	DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Makayla Willeford	PARENT / BUSINESS	COMMUNITY / ✓TEACHER	DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Honey Ratcliff	PARENT / BUSINESS	COMMUNITY / TEACHER	DISTRICT / STUDENT	CAMPUS / ✓ADMIN
✓	Crystal Brock	PARENT / BUSINESS	COMMUNITY / TEACHER	DISTRICT / STUDENT	CAMPUS / ✓ADMIN
✓	Tiffany Gates	✓PARENT / BUSINESS	COMMUNITY / TEACHER	DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Melinda Realy	PARENT / BUSINESS	COMMUNITY / TEACHER	DISTRICT / STUDENT	✓CAMPUS / ✓ADMIN
✓	Ashley Ebarb	PARENT / BUSINESS	COMMUNITY / TEACHER	DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Kydia Holland	PARENT / BUSINESS	COMMUNITY / ✓TEACHER	DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Kim Hopkins	PARENT / BUSINESS	COMMUNITY / ✓TEACHER	DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Karen Johnston	PARENT / BUSINESS	COMMUNITY / ✓TEACHER	DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Meagan Walker	PARENT / BUSINESS	COMMUNITY / TEACHER	DISTRICT / STUDENT	✓CAMPUS / ADMIN
✓	Mike Harper	PARENT / BUSINESS	COMMUNITY / TEACHER	✓DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Jay Ratcliff	PARENT / BUSINESS	COMMUNITY / TEACHER	✓DISTRICT / STUDENT	CAMPUS / ADMIN
	Melissa Fitts	PARENT / BUSINESS	COMMUNITY / TEACHER	✓DISTRICT / STUDENT	CAMPUS / ADMIN
✓	Stacy Mashell	PARENT / BUSINESS	COMMUNITY / ✓TEACHER	DISTRICT / STUDENT	CAMPUS / ADMIN
	Karen Johnston		Teacher		
✓	Blake Brown			District	

COMPREHENSIVE NEEDS ASSESSMENT

July 7, 2026
8:30 am – 12:30 pm
Harleton High School Library

AGENDA

8:30 **Welcome**

- Introduction & Overview of the CNA Process
- Stakeholder Involvement in Planning of State and Federal Funds
    - Title I, Part A
    - Title II, Part A
    - Title IV, Part A
    - Title V, Part B
    - Perkins V
    - Special Education
    - State Compensatory Education (SCE)

9:00 **Focus Group Work**

- Answer Guiding Questions
- Identify Strengths & Concerns
- Challenge Statements

10:30 **Focus Group Work**

- Root Cause Analysis
- Control/Influence/No Control
- Recommend Strategies

11:30 **Prioritizing Challenges**

11:45 **Next Steps**

12:00 **Closing Comments/Evaluation**

District Comprehensive Needs Assessment Summary

July 7, 2026

A. Student Wellness and Mental Health

Identified Strengths:

1. At-risk students performing above state average.
2. Homeless students performing on the same level as their peers.
3. Free lunch and breakfast offered to all students.

Identified Challenge Areas:

1. Not all campus have full access to school nurse.
2. Mental health services available are not communicated to all staff/employees.
3. Inconsistent monitoring of services provided to at-risk students.

Root Cause Analysis resulted in main challenge area: *Mental health services available are not communicated to all staff/employees*.

Strategies developed to address challenge area:

1. Communication
2. Man-power – funding
3. Training all staff
4. Access to resources --- Easy to Find

B. Student Achievement and Demographics

Identified Strengths:

1. Overall "Masters" in all subjects above region/state.
2. Well above region and state for EB/EL students
3. Below state average for mobility of students.

Identified Challenge Areas:

1. All demographics (specifically high need) are increasing.
2. Percentage data is not a true picture
3. The overlap of sub populations may cause students to be counted/flagged multiple times.

Rood Cause Analysis resulted in main challenge area: *All demographics, specifically high need, are increasing*.

Strategies developed to address challenge area:

1. Bridge the connection with parents through school involvement, communication, etc.
2. Intentionally build relationships with students and families in these demographics.
3. Create frequent and consistent teacher/parent communication.

C. Curriculum, Instruction, and Assessment

Identified Strengths:

1. Classroom instruction is rigorous. (2024-Beat state average in Masters by 2%; 2025-Beat state average in Masters by 3%)
2. District support in providing curriculum resources and training.
3. Campuses provide high impact strategies for Tier 2 and Tier 3 interventions.

Identified Challenge Areas:

1. Providing support and monitoring progress for EB/EL learners.
2. Consistency in teaching using data-driven instruction
3. Schedules/Time constraints for teaching windows

Root Cause Analysis resulted in main challenge area: *Consistency in delivering data-driven instruction*.

Strategies developed to address challenge area:

1. Professional development in data-driven instruction and available resources.
2. Utilize DMAC or Texas Assessments to create rigorous assessments.
3. Hold consistent data meetings with administrators & students for accountability.
4. Ensure data meetings focus on strengths as well as challenges.
5. Consistent classroom management to ensure all students receive opportunities to learn in a positive learning environment.

D. College, Career, and Military Readiness

Identified Strengths:

1. Percentage of CCMR Graduates
2. CTE Programs Aligning with Occupational Growth Outlook
3. CTE Completers at HHS

Identified Challenge Areas:

1. Industry based certifications
2. Workforce partnerships/Dual Credit
3. Continuing CCMR percentage due to accountability changes.

Root Cause Analysis resulted in main challenge area: *Achieving CCMR points for with changing accountability*.

Strategies developed to address challenge area:

1. Ensure Industrial Based Certification offering for each Program of Study.
2. Professional Development for CTE teachers specific to Industrial Based Certifications
3. Professional Development for core teachers in TSI Content and how to incorporate into instruction
4. Bootcamps for students – Target those taking tests for first time or who have previously failed
5. Test all 9th graders after End-of-Course Exams
6. Explore more dual credit options – those not requiring the TSI

E. School Safety, Culture, & Climate

Identified Strengths:

1. College readiness
2. Special Education graduates
3. CTE memberships
4. Student support through extra-curricular activities
5. Student/teacher rapport

Identified Challenge Areas:

1. Increase in student discipline infractions
2. Lack of staff to mirror student demographics (specifically Hispanic/ESL)
3. Economically disadvantaged student achievement

Root Cause Analysis resulted in main challenge area: *Increase in student discipline infractions*.

Strategies developed to address challenge area:

1. Establish and implement a universal behavior management plan that clearly defines expectations and consequences per campus.
2. Effectively communicate to all staff the counseling options available to all students.
3. Monitoring duties prioritized and clearly communicated.
4. Smaller student/staff ratio throughout campuses.

F. Parent. Family, and Community Engagement

Identified Strengths:

1. Community Support
2. School and Parent communication
3. Reaching out to a variety of parents (representing various demographics) to join SBDC

Identified Challenge Areas:

1. Lack of examples of ways to get involved and who to contact if interested in involvement
2. Communication in other languages
3. Parent training on social/emotional support – Parent Academy?

Root Cause Analysis resulted in main challenge area: *Provide access to parents on dealing with social and emotional support for their students*.

Strategies developed to address challenge area:

1. Provide training on what mental wellness looks like and signs to look for (parents and staff)
2. Designate/hire counselor to provide resources (reliable, research-based)
3. Monthly Wellness "Newsletter/Video"
    a. How to talk to your child
    b. Signs of depression
    c. Teach kids how to be social (use words, role play, etc)
    d. How to appropriately deal with conflict

G. Staff Effectiveness, Recruitment, & Retention

Identified Strengths:

1. Encouragement to grow
2. Social/emotional support
3. Staff retention strategies

Identified Challenge Areas:

1. Recruitment
2. Resource Training
3. Teacher mentor programs

Root Cause Analysis resulted in main challenge area: *We have great resources, but not all teachers are aware and/or trained on them*.

Strategies developed to address challenge area:

1. Develop a cross-curricular Interactive Resource Dashboard that branches across all areas.

H. Technology

Identified Strengths:

1. Teamwork
2. More devices than students
3. Supportive administration

Identified Challenge Areas:

1. Aging Chromebooks
2. Obsolete projectors and Smartboards
3. Unreported damages

Root Cause Analysis resulted in main challenge area: *Unreported damages*.

Strategies developed to address challenge area:

1. Provide easily accessible information about how to report issues.
2. Remind teachers periodically to check devices they are responsible for.
3. Reassure staff they will not get in trouble for broken devices.
4. Make sure teachers are aware loaner devices are available.

HARLETON ISD Site Base

Name	Position
Ratcliff, Jay	Superintendent
Brown, Blake	District DMAC Site Administrator
Brock, Crystal	Campus Administrator
Ready, Melinda	Campus Administrator
Harper, Mike	Maintenance and Transportation
Walker, Meagan	Campus Manager
Ratcliff, Honey	Campus Administrator
Campbell, Ronda	parent
Willeford, Makayla	Special Education Teacher
Ebarb, Ashley	Counselor
Brown, Shelly	District Representative
Cantrelle, Crystal	Teacher - ESL Certified
Fitts, Melissa	Federal/Special Programs
Alvarez, Stephanie	Special Education Teacher
Lowry, Rena	Assistant Principal
Ebarb, Judith	Community Representative
Stripling, Bree	Technology
Childress, Kelli	Teacher - GT Certified
Slone, Ross	Business Representative
Russell, Caroline	Teacher - GT Certified
Childress, Lainey	Student
Giles, Tiffany	Parent
Holland, Kydia	Teacher
Hopkins, Kim	Teacher / Coach
Meshell, Stacey	Teacher - GT/ESL Certified
Johnston, Dawn	Teacher

Demographics

Demographics Data Sources

PEIMS Reports

Demographics Strengths

Taken from the 2024-2025 TAPR Report

The percent of Economically Disadvantaged students (53.8%) is below the state average (60.5%).
The percent of English Learners (2.7%) is significantly below the state average (24.3%).
The percent of At-Risk students (35.8%) is below the state average (53.5%).
The percent of Career & Technical Education students (grades 9 - 12) (81.6%) is higher than the state average (74.0%).
Average class sizes are smaller than the state average in almost all grades:

Elementary:
KindergartenDistrict=14.0State=18.9
Grade 1 District=18.7State=19.2
Grade 2 District=15.7State=19.4
Grade 3 District=14.7 State=20.1
Grade 4 District=22.0State=20.0
Grade 5 District=15.7State=21.3
Grade 6 District=14.4State=19.8

Secondary:
English/Language Arts District=9.2State=16.4
Foreign LanguagesDistrict=11.3 State=18.9
Mathematics District=9.8State=17.8
Science District=11.7 State=18.9
Social StudiesDistrict=10.6State=18.9

Demographics Weaknesses

Taken from the 2024-2025 TAPR Report

Demographics Weaknesses (Continued)

The Retention Rate is higher than the state average in some elementary grades:

- Kindergarten (17.0%); State (1.3%)
- Kindergarten Special Education (20.0%); State (3.9%)
- Grade 1 (6.1%); State (1.9%)
- Grade 1 Special Education (12.5%); State(3.0%)

Student Achievement

Student Achievement Data Sources

Disaggregated STAAR Data
Drop-out Rates
Graduation Records

Student Achievement Strengths

The overall student performance rate is at or above state performance levels.
All Grades, All Subjects: District (88%); State (75%)
All Grades, ELA/Reading: District (90%); State (76%)
All Grades, Math: District (84%); State (72%)
All Grades, Science: District (91%); State (78%)
All Grades, Social Studies: District (91%); State (77%)

Continued strong attendance rate: District (95.3%); State (93.9%)
Dropout rate: District (0.4%); State (1.9%)
100% of students are on the Foundation H.S. Program (DLA) Graduation Plans.

Student Achievement Strengths (Continued)

Student Achievement Weaknesses

Based on the 24-25 TAPR report, in the STAAR mathematics test the district percentage of "Masters Grade Level" (17%) is less than the state percentage (20%).

Student Achievement Needs

There is a need to provide early exposure to various career opportunities with emphasis on the necessary and recommended educational requirements.

There is a need to provide additional support for students who are in need of intervention, specifically in mathematics.

Student Achievement Summary

Students in Harleton ISD perform well overall. However, there are gaps between the Economically Disadvantaged student group and the All Students group. More support and consistent teacher/parent communication is needed for the Economically Disadvantaged students and their families.

School Culture and Climate

School Culture and Climate Data Sources

Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

School Culture and Climate Strengths

College readiness
Special Education graduates
CTE memberships
Students receive support from teachers/coaches, etc through extra-curricular activities
Strong student/teacher rapport

School Culture and Climate Weaknesses

Increase in student discipline infractions
Economically disadvantaged student achievement
Support for staff in SEL training.

School Culture and Climate Needs

Establishment and implementation of a universal behavior management plan that clearly defines expectations and consequences per campus.

Effectively communicate to all staff the counseling options available to all students.

Monitoring duties prioritized and clearly communicated

School Culture and Climate Summary

Students have many opportunities to connect with teachers/staff promoting positive social/emotional development. The district will continue to train teachers on available resources for students.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Highly Qualified Staff

Staff Quality, Recruitment and Retention Data Sources (Continued)

Teacher Turnover Rates

Staff Quality, Recruitment and Retention Strengths

The district has an experienced staff. The average years of experience for teachers = 16 years; state average = 11 years.
HISD teachers with 10 years or less experience = 35.6%; state = 55.3%.
The district provides strong social/emotional support for staff.

Staff Quality, Recruitment and Retention Weaknesses

Teacher turnover rate for the district is 21.1%; state is 18.8%.
Only 6.9% of staff have Master's Degree; state = 25.4%.
Average years of experience of Principals (4 years) is lower than the state average (6 years).
Lack of staff to mirror student demographics.
There is a need for teacher mentor programs.

Staff Quality, Recruitment and Retention Needs

There is a need to review extended education opportunities for staff.
There is a need to strengthen peer to peer communication and resource training for teachers.

Staff Quality, Recruitment and Retention Summary

Harleton ISD has a quality and experienced staff. Strategies to retain teachers needs to be explored. Increasing the tenure of principals in the district is an area of growth.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources

Disaggregated STAAR Data

Curriculum, Instruction and Assessment Strengths

TEKS Resource System is utilized for curriculum and alignment resources.
DMAC and TFAR are utilized for benchmarks and data analysis.

HISD STAAR results are well above state average in most grade levels and subject areas.

Higher percentages above state average are obtained for Approaches and most Meets Grade Level Standard.

Curriculum, Instruction and Assessment Weaknesses

The percentage of District STAAR results above state average is not as high for the Masters Grade Level Standard as it is for the Approaches and Meets Grade Level Standards.

Consistency in implementation of data-driven instruction across all grade-levels.

Curriculum, Instruction and Assessment Needs

There is a need to analyze why the percentage above state average is not as high for the Masters Grade Level Standard.
There is a need to target Math skills due to STAAR data.

Professional development is needed in data-driven instruction and training on available resources.

Curriculum, Instruction and Assessment Summary

HISD student performance is significantly higher than the state averages in most grade levels and content areas. There is a need for targeting math skills using data-driven

Curriculum, Instruction and Assessment Summary (Continued)

intervention and instruction.

Family and Community Involvement

Family and Community Involvement Data Sources

Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

Family and Community Involvement Strengths

Parents, Families, and the Community are involved in HISD activities.
PFE activities are active and effective.
Information is communicated in multiple ways.
Parents are provided information on how to access resources from home.

Family and Community Involvement Weaknesses

There is a lack of training opportunities for families on how to support learning at home.
Consistent teacher/parent communication in other languages.
Parent training on social/emotional support

Family and Community Involvement Needs

There is a need to provide training for parents and families on how to support their child's learning and social emotional growth at home.
There is a need to find additional ways for effective communication in all languages.
There is a need to provide incentives for parents to participate in training programs.

Family and Community Involvement Summary

HISD has great support from the parents, families, and community. Communication in primary languages is important to strengthen relationships and parent involvement. More training opportunities are needed to give parents the ability to better support their child's learning and social/emotional health. Strategies are needed to support families of the Economically Disadvantaged student group.

School Context and Organization

School Context and Organization Strengths

There is open communication amongst staff and administration.
Staff feels supported when deciding to pursue additional education.

School Context and Organization Weaknesses

There is a lack of resource training for teachers.
There is a lack of monitoring of our goals.

School Context and Organization Needs

Vertical Alignment should be implemented in reading and math.
Training on available resources should be provided.

School Context and Organization Summary

District will promote available training opportunities.
Interactive Resource Dashboard is needed.

Technology

Comprehensive Needs Assessment

Technology Data Sources

Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

Technology Strengths

The number of technology devices are greater than 1-to-1.
Teamwork between technology staff and district staff.
Staff have adequate devices.

Technology Weaknesses

Aging Chromebooks.
Classrooms have obsolete projectors and Smartboards.
Large amount of unreported damages to technology equipment.

Technology Needs

There is a need to provide clear communications regarding the ease of reporting issues.
There is a need to provide additional technology training for staff.
There is a need to update aging technological devices in classrooms.

Technology Summary

Harleton ISD has good access to technology devices and wifi access, however the devices need to be upgraded.
Staff will benefit from additional training for technology integration and how to monitor device damages.

Other

Comprehensive Needs Assessment

Other Data Sources

Graduation Records
Maintenance Records

Other Strengths

College, Career, and Military Readiness
Percentage of CCMR graduates
CTE programs aligning with occupational growth outlook

School Safety
Continued compliance with school safety audits
School guardians continually trained.

Other Weaknesses

College, Career and Military Readiness
Industry based certifications limited
Increased workforce partnerships and dual credit opportunities

School Safety
Continued maintenance of old doors

Other Needs

College, Career and Military Readiness
Increased opportunities for achieving CCMR points

School Safety
Door upgrades

Comprehensive Needs Assessment

Other Summary

HISD maintains a high expectation of graduating students that are college, career, and military ready.

HISD constantly evaluates facilities for safety compliance.

Comprehensive Needs Assessment Data Sources

ACT/SAT Data
Disaggregated STAAR Data
Discipline Referrals
Drop-out Rates
Expulsion/Suspension Records
Failure Lists
Federal Program Guidelines
Graduation Records
Highly Qualified Staff
Maintenance Records
Multi-Year Trends
Parent Participation
PEIMS Reports
Promotion/Retention Rates
Report Card Grades
Semester Exam Grades
Special Programs Evaluations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

HARLETON ISD

Goal 1. Ensure all students obtain 21st Century Skills needed for college, a career/future employment, or to enter the military.

Objective 1. HISD will achieve excellent equitable outcomes for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide teachers with the ability to utilize the TEKS Resource System to aide in instructional planning. The system will also aide instructional staff in the development of higher-ordered lessons and the design of engaging work for students. (Title I SW Elements: 2.4,2.5) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2,3) (ESF: 1.2,4,4.1,5,5.1,5.3)	Principal(s), Superintendent	Monthly, as needed.	(F)Title I, (L)Instructional Funds, (S)Instructional Materials Allotment (IMA), (S)Local Funds, (S)State Compensatory	Criteria: Usage reports of TEKS Resource System Formative - Principals will ensure that teachers are utilizing the TEKS Resource System by checking Six Weeks at Glance (SWAGs)plans on a weekly basis.
2. A teacher-developed assessment will be given and disaggregated each six weeks in order to determine and monitor strengths and weaknesses of students and to ensure that all populations tested will meet the state standard on STAAR subject areas. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.3)	Classroom Teachers, Principal(s)	Each six weeks	(L)Instructional Funds, (S)Local Funds	Criteria: Assessment results Formative - Teachers will develop six weeks tests. Campus principals will provide to the superintendent disaggregated data along with plans for improvement within one week after receiving assessment results.
3. Continue the use of a 3-tiered Response to Intervention (RTI) program, maintained through DMAC and Success Ed, to serve students who are experiencing difficulties succeeding without interventions. The district and each campus will continually evaluate the effectiveness of this program and the strategies utilized and will make changes or revisions as needed. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: EB,AtRisk,HS) (Strategic Priorities: 2,4) (ESF: 4,4.1)	Asst. Principal of Student Services, Classroom Teachers, Counselor(s), Principal(s), Superintendent	Ongoing	(F)IDEA Special Education, (L)Instructional Funds, (S)State Compensatory	Criteria: RTI Reports Data Meetings Reports Summative - Minutes of RTI meetings.
4. The District will contract with Region 7 Educational Service Center to provide support for teachers and instructional staff. Teachers and paraprofessionals will attend professional	Business Manager, Principal(s), Superintendent	On-Going	(F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL,	Criteria: Region 7 participant report. Parent communication logs.

Goal 1. Ensure all students obtain 21st Century Skills needed for college, a career/future employment, or to enter the military.

Objective 1. HISD will achieve excellent equitable outcomes for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
development during the course of the school year that focuses on subject area knowledge, instructional strategies, working with students with special needs, improving home/school communication, students from poverty, and assessment of student performance. (Title I SW Elements: 1.1,2.1,2.4) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1.1,3.4,4.1)			(F)Title IV Safe and Drug Free, (F)Title VI, Part B Rural/Low Income, (L)Instructional Funds, (S)GT Funds, (S)Local Funds, (S)State Compensatory	Summative - Region 7 participant report. Parent communication logs.
5. Campuses will provide accelerated instruction to students at-risk of failing a class or one or more of the state assessments. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 3.3,4.1,5.1)	Asst. Principal of Student Services, Counselor(s), Principal(s), Superintendent	Monthly	(S)State Compensatory	Criteria: Tutorial schedule Rosters/sign-in sheets Summative - Documentation forms from tutorial teachers and sign-in sheets for Content Mastery classes.
6. Continue to provide instructional aides in critical areas to assist teachers as needed in an effort to provide assistance to individual or small groups of students. (Title I SW Elements: 2.4,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 2.1,3.1)	Business Manager, Classroom Teachers, Harrison Co Special Ed Coop, Principal(s), Superintendent	Monthly	(F)IDEA Special Education, (F)Title I, (F)Title VI, Part B Rural/Low Income, (L)Instructional Funds, (S)State Compensatory	Criteria: List of aides/assignments Summative - Documentation of instructional aide assignments and activities.
7. Identify and provide GT certification training for all staff who are not certified in this area. State requires 6 hour update to remain current. (Title I SW Elements: 1.1) (Target Group: GT) (Strategic Priorities: 1) (ESF: 5)	Principal(s), Region 7 ESC, Superintendent	Ongoing	(S)GT Funds	Criteria: Staff Development Reports Staff Development Evaluations Summative - Certificates for all district teachers showing GT certifications.
8. Core teachers will work to increase our mastery level within the district (competing with ourselves)	Asst. Principal of Student Services, Classroom Teachers, Counselor(s), Principal(s),	End of first six weeks	(L)Instructional Funds, (S)Local Funds	Criteria: Mastery Level on STAAR exams

HARLETON ISD

Goal 1. Ensure all students obtain 21st Century Skills needed for college, a career/future employment, or to enter the military.

Objective 1. HISD will achieve excellent equitable outcomes for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increasing the familiarity with the expectations, changes in the tests, question types, delivery, etc. 2. Sharing resources that other districts have utilized and proven beneficial. 3. Incorporating a review of the previous years' tests with students who passed so that they can see areas where they can grow. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2,4) (ESF: 5.3)	Superintendent			Summative - A summary of each teacher's SLO will be monitored each six weeks by the campus principal. A year-end summary will be presented to the superintendent.
9. Ensure campuses are addressing Drop-out prevention and college/career readiness options with students. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 3) (ESF: 3.1)	Asst. Principal of Student Services, Counselor(s), Principal(s)	Each Six Weeks	(F)Title I, (L)Instructional Funds, (S)Local Funds	Criteria: Graduation Plans Summative - The superintendent and campus principals will meet each six weeks to discuss these issues.
10. Campus principals will document classroom walk-throughs. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.2,5.2)	Principal(s)	Weekly	(S)Local Funds	Criteria: Walkthrough reports Summative - DMAC reports showing walk-throughs completed.
11. Campus principals will meet with teachers each six weeks to discuss data analysis, including: attendance, student performance, student discipline reports, curriculum planning, campus & classroom needs. The campus principal should lead instructional staff in the development of Professional Learning Communities where teachers are able to analyze data in order to make decisions concerning instruction. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic	Classroom Teachers, Principal(s)	Each Six Weeks	(S)Local Funds	Criteria: Documentation of meetings. Summative - Agendas from six weeks meetings with instructional staff. Principal reports to the superintendent of campus analysis and plans for improvements.

HARLETON ISD

Goal 1. Ensure all students obtain 21st Century Skills needed for college, a career/future employment, or to enter the military.

Objective 1. HISD will achieve excellent equitable outcomes for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 1,4) (ESF: 5.3)				
12. Campuses will work to maintain an attendance rate of at least 97%. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Asst. Principal of Student Services, Campus Office Staff, Classroom Teachers, Principal(s)	Ongoing	(S)Local Funds	Criteria: Attendance Reports Summative - Six weeks attendance reports
13. The High School campus will offer Life 101/Financial Math. This course will provide students with practical life math skills and support basic life on one's own skills (i.e., fill out resume, open bank account, etc.) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Asst. Principal of Student Services, CTE Personnel, Principal(s)	Ongoing	(F)Career and Technology Education (CTE), (L)Instructional Funds, (S)Local Funds	Criteria: Skyward Reports Summative - The HS course manual will reflect the addition of the Life 101/Financial Math course.
14. The High School campus will offer Art and Theater Arts I, II, II and IV to students. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.1)	Asst. Principal of Student Services, Principal(s)	Ongoing	(L)Instructional Funds, (S)Local Funds	Criteria: Skyward Reports of Class Size Summative - The HS course manual will reflect the addition of Art I & II.
15. The High School campus will continue to offer a Patient Care Technician (PCT) course for students wanting to pursue a career in the Health Services field. This course will be a dual-credit course in partnership with Panola College and various area medical facilities. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 4.1)	Asst. Principal of Student Services, Principal(s)	Ongoing	(F)Career and Technology Education (CTE), (S)Local Funds	Criteria: Skyward Reports of Class Size Summative - The HS course manual will reflect the addition of the CNA program.
16. The Engineering program will continue with participation in the Systems Go Rocketry program. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic	Principal(s)	Ongoing	(F)Career and Technology Education (CTE), (S)GT Funds, (S)Local Funds	Criteria: Skyward Reports of Class Size Summative - Inclusion of the

HARLETON ISD

Goal 1. Ensure all students obtain 21st Century Skills needed for college, a career/future employment, or to enter the military.

Objective 1. HISD will achieve excellent equitable outcomes for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 3) (ESF: 4.1)				Rocketry class in the HS course manual.
17. Harleton ISD will provide students with the opportunity to participate in the Wildcat Honors Track. This track will allow students to take Honors courses in all core subject areas. (Title I SW Elements: 1.1,2.4) (Target Group: All,ECD,ESL,AtRisk) (Strategic Priorities: 3) (ESF: 4.1)	Asst. Principal of Student Services, Core Subject Teachers, Principal(s), Superintendent	Ongoing	(S)Local Funds	Criteria: Skyward Reports Summative - Master course schedule will reflect participants in the Wildcat Honors Track.
18. All campuses will have a tutorial, remediation, or acceleration time built into their schedules and will incorporate daily STAAR-style questions and review of previously taught TEKS to build retention and confidence. (Title I SW Elements: 2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.3)	Asst. Principal of Student Services, Counselor(s), Principal(s), Superintendent	Ongoing	(F)IDEA Special Education, (F)Title I, (S)State Compensatory	Criteria: Tutorial Schedules List of Students Summative - Documentation will be kept of all tutorial times including student participation and instructional strategies utilized.
19. The District will provide various appropriate supports in response to the needs of students experiencing homelessness. (Title I SW Elements: 1.1,2.6) (Target Group: HS) (Strategic Priorities: 2) (ESF: 3)	Curriculum/Special Programs Director, Principal(s), Region 7 ESC	Ongoing	(F)Title I, (S)Local Funds	Criteria: Continued participation in TEHCCY - Homeless SSA. Increased awareness of student needs and reporting to administration.

HARLETON ISD

Goal 1. Ensure all students obtain 21st Century Skills needed for college, a career/future employment, or to enter the military.

Objective 2. Technology hardware and software will be provided to support 100% of the Technology TEKS standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District will continue to integrate technology into the curriculum and instruction on a daily basis. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Director of Technology, Librarian/Media Service, Principal(s), Superintendent, Technology Staff	Daily	(L)Instructional Funds, (S)Instructional Materials Allotment (IMA), (S)Local Funds	Criteria: Walkthrough reports Summative - Principals will check lesson plans on a weekly basis. Walkthrough observation reports.
2. The District will contract with Region 7 ESC to provide professional development opportunities to instructional staff in technology literacy and integration of technology in classroom instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,5.1)	Business Manager, Director of Technology, Principal(s), Superintendent	Monthly	(F)Title IIA Principal and Teacher Improvement, (L)Instructional Funds, (S)Instructional Materials Allotment (IMA), (S)Local Funds	Criteria: List of contracted services with ESC7. PD report from ESC7. Formative - Sign in sheets for local trainings. Region 7 EOY reports for training.
3. Continue the rotation and replacement plan for the maintenance and upgrading of district technological hardware. Actions that could be taken to assist are: 1, Research funding sources/grants/re-working budget 2. Prioritizing needs (power access) and technology resources 3. Prioritizing highest need areas and supplying those areas first (student need and teacher/campus usage)-This could be done through surveys/walkthroughs (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2)	Director of Technology, Principal(s), Technology Staff	Ongoing	(S)Local Funds	Criteria: Inventory Reports Summative - Budget plans for technology will be presented to the superintendent.
4. Continue the use of Skyward Student Information System and gradebook program. This program also works to provide parents with real-time information about student performance. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.4)	Director of Technology, Technology Staff	Ongoing	(S)Local Funds	Criteria: Log of parent conferences Formative - The Skyward program will be functional and accessible.

HARLETON ISD

Goal 1. Ensure all students obtain 21st Century Skills needed for college, a career/future employment, or to enter the military.

Objective 3. The Total Credit for CCMR Criteria will continue to be 90% or higher on the next accountability report.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HISD Administration will monitor CCMR for every student and conduct conferences with students when needed. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 5)	Assistant Principal(s), Principal	Throughout the year	(S)Local Funds	Criteria: CCMR report score

HARLETON ISD

Goal 2. Recruit and retain highly qualified employees at all levels.

Objective 1. Turnover rate for teachers will be less than 20% yearly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to offer the insurance stipend to all employees of up to $1000 each year. This will be evaluated on a yearly basis. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Business Manager, Superintendent	Annually	(S)Local Funds	Criteria: Pay Scale Summative - Teacher retention rates. Approved budget.
2. The District will recognize years of service (5, 10, 15, 20, 25, etc.) in education and will provide these employees with a reward at the end of year staff meeting. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Superintendent Secretary	Annually in May	(S)Local Funds	Criteria: List of service awards Summative - List of awards and requisition of service awards to the superintendent by March.
3. The District will purchase each employee a "spirit" item in the Fall semester to wear or take to athletic and academic events. (Target Group: All) (Strategic Priorities: 1)	Superintendent Secretary	Annually in August	(S)Local Funds	Criteria: Invoice Summative - Invoice for order of items.
4. The District will provide employees with an appreciation meal three times during the school year (beginning of school, Christmas break, and at the end of school). (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Superintendent, Superintendent Secretary	August, December, May	(S)Local Funds	Criteria: P.O.'s Summative - Invoices for meals.
5. The District will seek to serve all students with teachers that are certified in the courses that they are teaching. Any teacher not certified must have a written plan describing how certification will be obtained. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Principal(s), Superintendent, Superintendent Secretary	Ongoing	(S)Local Funds	Criteria: Certification records Summative - A list of non-certified personnel will be delivered to the superintendent by August 28, 2020, along with the plans for gaining certification for these employees.
6. The District will utilize a hiring committee	Principal(s), Superintendent	Ongoing	(S)Local Funds	Criteria: Committee list

HARLETON ISD

Goal 2. Recruit and retain highly qualified employees at all levels.

Objective 1. Turnover rate for teachers will be less than 20% yearly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
made up of teachers and administrators when possible to interview prospective hires. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)				Summative - A list of hiring committee members will be submitted to the superintendent.
7. Each campus principal will develop and implement a Mentoring/Induction program for new employees. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Principal(s)	Annually in August	(S)Local Funds	Criteria: Schedule of mentoring activities Summative - A summary of the mentoring/induction program activities will be submitted to the superintendent annually in June.
8. The District will form partnerships with surrounding universities and teacher preparation programs in order to recruit new teachers to the district. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Principal(s), Superintendent	Ongoing	(S)Local Funds	Criteria: List of partnerships Summative - Principals will obtain contact information for preparation program students when needed.
9. The District will provide teachers and paraprofessionals opportunities to attend professional development that promotes high quality teaching and the development of skills to teach the TEKS, to improve communication with and involvement of parents, to monitor instruction for mastery, and to develop strategies for special areas including accelerated instruction, dyslexia, special education, ESL, GT, and College Readiness. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1)	Teacher(s)	Monthly	(L)Instructional Funds, (S)Local Funds	Criteria: Professional Development reports from ESC7
10. The District will pay for the testing of any teacher who takes and passes the ESL	Business Manager, Superintendent	Each semester	(F)Title III Bilingual / ESL	Criteria: List of ESL certifications obtained

Goal 2. Recruit and retain highly qualified employees at all levels.

Objective 1. Turnover rate for teachers will be less than 20% yearly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
certification examination. This is to ensure that each grade level has a teacher certified to instruct ESL students. (Title I SW Elements: 2.4,2.5) (Target Group: ESL) (Strategic Priorities: 1,2)				
11. Administration will support teachers increase effective classroom management by 1. Having teachers share classroom management strategies that are working with the rest of the staff in faculty meetings. 2. Observing other staff members to increase options for handling student behavior (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,1.2,3.2,5.1)	Assistant Principal(s), Classroom Teachers, Counselor(s), Principal	ongoing	(L)Instructional Funds	Criteria: Decreased discipline referrals Staff surveys
12. Teachers requiring specific certifications will be offered certification test prep support. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Curriculum/Special Programs Director, Principal(s)	Ongoing	(S)Local Funds	Criteria: Increased number of teachers certified in the area they are required to teach.

HARLETON ISD

Goal 3. Provide an optimal learning climate in a safe environment while maximizing the use of current facilities.

Objective 1. Increase perceptions of having a positive school climate by 10% in the 2026-2027 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The School Health Advisory Committee (SHAC) will meet 4 times a year during the year to assess and evaluate the food and nutrition program, the health education program, the sex education program, the mental health program, SEL, and the wellness program for the district. (Title I SW Elements: 2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 1)	Principal(s), SHAC Committee, Superintendent	4 times a year	(S)Local Funds	Criteria: Notice of Meeting(s) Agendas Minutes Sign-in Sheets Summative - A copy of the agendas and minutes from the SHAC meetings will be provided to the superintendent.
2. The District will review the Emergency Management Plan. Findings from the review will be used for revision to the Emergency Operating Procedures Manual. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3)	Campus Site-based Teams, Directors, Principal(s), SHAC Committee, Superintendent	Ongoing	(S)Local Funds	Criteria: Manual completed Formative - A copy of the revised Emergency Operating Procedures Manual will be presented to the superintendent.
3. The district will follow state guidelines for conducting emergency drills including each campus practicing emergency drills at least one time per month. Drills will cover different emergency situations throughout the year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1)	Principal(s)	Monthly	(S)Local Funds	Criteria: Drill Logs Summative - Each campus will document monthly drills and send a copy of that report to the superintendent.
4. The Board will continue to plan for the maintenance and improvements of the District's facilities. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1)	Board of Trustees, Business Manager, Superintendent	Ongoing	(S)Local Funds	Criteria: Budget Report of Expenditures Summative - Adopted budget
5. Each campus will develop a Student Code of Conduct which reflects the discipline management policies that will be employed on	Campus Site-based Teams, Principal(s)	Annually by August 31	(S)Local Funds	Criteria: Skyward Reports Summative - Campuses will

HARLETON ISD

Goal 3. Provide an optimal learning climate in a safe environment while maximizing the use of current facilities.

Objective 1. Increase perceptions of having a positive school climate by 10% in the 2026-2027 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
each campus. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.2,3.3,3.4)				present their Student Handbooks and Student Code of Conduct to the Board for review at the July or August Board meeting.
6. The Board will continue to recognize Student of the Month from each campus at the monthly Board meeting. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.4)	Classroom Teachers, Principal(s)	Monthly	(S)Local Funds	Criteria: List of students Board minutes Summative - Each campus will maintain a list of the students of the month for the year.
7. ParentSquare will be used by the District in order to notify parents in times of emergency. (Title I SW Elements: 1.1,2.3) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1)	Business Manager, Director of Technology, Superintendent	Ongoing	(S)Instructional Materials Allotment (IMA), (S)Local Funds	Criteria: Parent Square Reports Summative - Listing of messages sent from each campus in the Parent Square system.
8. The District will continue to provide a counselor or an Assistant Principal of Student Services at each campus to provide guidance to students and programs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.2)	Business Manager, Superintendent	Ongoing	(F)Title VI, Part B Rural/Low Income, (S)Local Funds	Criteria: Documentation of Meetings Summative - Meeting agendas, documentation of parent notifications
9. The SHAC will address sexual abuse issues according to district policy BQ(LEGAL). The committee will provide information concerning child sexual abuse and action steps for victims seeking and obtaining help and counseling. The committee will make sure that students are aware of the 1-800# located on the posters in	SHAC Committee	Ongoing	(S)Local Funds	Criteria: SHAC reports Summative - The Student Handbooks from each campus will reflect these issues.

Goal 3. Provide an optimal learning climate in a safe environment while maximizing the use of current facilities.

Objective 1. Increase perceptions of having a positive school climate by 10% in the 2026-2027 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
each campus to report any sexual abuse or harassment. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.2,3.3)				
10. Campus administrators will maintain a record of positive contacts to parents and students throughout the year. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2)	Principal(s)	Ongoing	(S)Local Funds	Criteria: Contact logs Summative - Positive Contact logs will be kept and submitted to the superintendent.

HARLETON ISD

Goal 4. Increase parent, family, and community engagement in the active learning of students and to build school involvement and pride.

Objective 1. Increase parent, family, and community engagement by 10% during the 2026-2027 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus principal will develop a monthly calendar that will inform stakeholders of upcoming events. (Target Group: All)	Principal(s)	Monthly.	(O)Local Districts	Criteria: Monthly calendars available.
2. Each campus will encourage parental involvement through the use of Parent and Open House nights. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2)	Campus Site-based Teams, Classroom Teachers, Principal(s)	Each Semester	(S)Local Funds	Criteria: Notice of Meeting Agendas Sign-in sheets Summative - # of meetings held
3. Each campus will have a Site-based Decision Making Committee comprised of teachers, auxiliary personnel, parents, business leaders, and community members. The SBDM will be charged with assessing the campus climate and programs, as well as, providing an avenue for communications with the community. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,3)	Campus Site-based Teams, Parent Volunteers, Principal(s)	Ongoing	(S)Local Funds	Criteria: List of Committee Members Notice of Meeting(s) Agendas Minutes Sign-in sheets Summative - Agendas from SBDM meetings will be collected and presented to the superintendent.
4. The High School will hold a conference with each student and their parents during the summer months to ensure that each student's educational plans are clear and effective. (Title I SW Elements: 2.5,2.6,3.1) (Target Group: All,ECD,AtRisk,8th,9th,10th,11th) (Strategic Priorities: 3)	Asst. Principal of Student Services, Principal(s)	Each summer	(S)Local Funds	Criteria: Student 4-Year Plans completed. Summative - Principal will have documentation of all student/parent conferences.
5. Develop a series of "on demand" resources for parents focused on strategies to facilitate and enhance their child's learning at home. Add these resources to newsletters or media posts. (Target Group: ECD,AtRisk)	Counselor(s), Principal(s), Technology Staff	Two each semester.	(S)State Compensatory	Criteria: Parent Training Series available on district website.

HARLETON ISD

Goal 4. Increase parent, family, and community engagement in the active learning of students and to build school involvement and pride.

Objective 1. Increase parent, family, and community engagement by 10% during the 2026-2027 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Campuses will have parent support groups (i.e., WIN Committee, PTO) that will meet periodically throughout the school year. Campus administration will use this group as an avenue for communication of campus goals and activities. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3)	Principal(s)	Once per semester.	(O)Local Districts	Criteria: Notice of Meeting(s) Agendas Sign-in Sheets Minutes
7. Communication with parents, students, and the community will be provided in various forms, including ParentSquare, email, the District webpage, Facebook, Remind, Skyward messages, marquees, etc. (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2)	Principal(s), Technology Staff	Monthly	(O)Local Districts	Criteria: Reports of communications posted.

HARLETON ISD

Goal 5. Operate a balanced budget to maintain fiscal responsibility and transparency.

Objective 1. Maintain a fund balance of at least three months operating expenses and maintain a Superior rating from the state's FIRST financial accountability system at all times.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The superintendent and business manager will ensure that the District fund balance is invested appropriately. (Target Group: All)	Business Manager, Superintendent	Monthly	(S)Local Funds	Criteria: Finance report Formative - Monthly Financial report to the Board of Trustees
2. The District will hire an independent auditor to conduct a financial audit annually. (Target Group: All)	Business Manager, Superintendent	By January 31st each year	(S)Local Funds	Criteria: Finance report Summative - Board minutes will reflect that the Board has approved the contracting of the independent auditor.
3. The District will continue to work with internal controls so that no material weaknesses will be evident in the fiscal audit. (Target Group: All)	Business Manager, Superintendent	Monthly	(S)Local Funds	Criteria: Finance report Formative - Monthly budget reports
4. The District will work in cooperation with the Harrison County Tax Collector's office to ensure that the tax collection rate is greater than or equal to 96%. (Target Group: All)	Business Manager	Monthly	(S)Local Funds	Criteria: Finance report Summative - By January 31st each year, the District will contact the Tax Collector's office to inquire about the tax collection percentage and recommend a course of action to the superintendent.
5. The District will utilize the services of tax attorneys to seek to gain an increase in the collection of delinquent taxes. (Target Group: All)	Business Manager, Superintendent	Monthly	(S)Local Funds	Criteria: Finance report Summative - Overall tax collections report for the fiscal year

HARLETON ISD

Goal 5. Operate a balanced budget to maintain fiscal responsibility and transparency.

Objective 1. Maintain a fund balance of at least three months operating expenses and maintain a Superior rating from the state's FIRST financial accountability system at all times.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Federally funded grants will be submitted for Title funds, as well as, other funding opportunities that apply. (Title I SW Elements: 1.1) (Target Group: ECD,ESL,Migrant,EB,SPED,GT,CTE,AtRisk,Dys,504) (Strategic Priorities: 2)	Region 7 ESC, Superintendent	As required	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free, (F)Title VI, Part B Rural/Low Income, (L)Instructional Funds, (S)GT Funds, (S)State Compensatory	Criteria: List of grants Formative - Copies of the grants will be given to the superintendent as they are completed.
7. The District will conduct a Business Case Efficiency Audit with Ideal Impact, to measure efficiency in order to effectively cut costs where available. (Target Group: All)	Business Manager, Directors, Principal(s), Superintendent	Spring semester	(S)Local Funds	Criteria: Audit report Formative - Findings will be presented to the Board to determine if any strategies can be implemented for cost savings.
8. The District will utilize Ascender Software to increase efficiency and effectiveness of district operations. (Target Group: All)	Business Manager, Superintendent	Ongoing	(S)Local Funds	Criteria: Finance report Formative - Monthly analysis of budget

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers

Increase transparency, fairness and rigor in district and campus academic and financial performance

Ensure compliance, effectively implement legislation and inform policymakers

Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

**adapted from TEA Strategic Plan - https://tea.texas.gov*

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

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identfication and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Harleton ISD and ESC Migrant Contacts	September, 2026 and April, 2027	District data, plan	Certificate, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	Harleton ISD and ESC Migrant Contacts	September, 2026 and April, 2027	Action Plan Templates, PowerPoint	Certificate, PFS Action Plan Template and ID&R Action Plan Template

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

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

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Electronic Certificate of Eligibility (ECOE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	ECOEs	Completed ECOE
Review ECOEs	Reviewer reviews ECOE and SDF, returns ECOE and SDF to recruiter if additonal information is needed, then submits to Texas New Generation System (TX-NGS) Terminal Site for entry into to TX-NGS.	Recruiter, Reviewer, TX-NGS data entry personnel	Within 7 days of parent signature.	ECOEs	Completed ECOE with 2 signatures and TX-NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the curent reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2026-November 1, 2027. For 2 yr old turning 3, on or after 3rd birthday	ECOEs, School records	Updated ECOE, parent signature, TX-NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the ECOE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into TX-NGS.	ECOE, letter	District's receipt of letter

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maintain a strong system of Quality Control	Eligibilty Review-Forward ECOEs with more than one comment to ESC for review. Follow protocol for ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and Harleton ISD	May, 2027	TX-NGS forms	Completed TX-NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and Harleton ISD	Ongoing	ECOEs	ECOE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2027	ECOEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation

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

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

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation

Parent Advisory Committee (PAC)	Parent questionaire	ESC and Harleton ISD	September - October 2026	Questionaire and listserv	Completed questionaire
	Gather data	ESC and Harleton ISD	November, 2026	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Harleton ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Harleton ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form

STATE COMPENSATORY EDUCATION PLANS

2026-2027

ELEMENTARY

1. Supplemental Personnel & Direct Instruction

- **Intervention Specialists:** Full-time math and reading interventionists dedicated strictly to providing Tier 2 or Tier 3 targeted interventions. (Craig Evers, Genia Morris, Janet Grubbs)
- **Intervention Support Staff:** Full time paraprofessional that assists in providing small group remediation to students who have been identified as at risk or in need of an accelerated education plan. This person works under the direct supervision of a certified teacher. (Shana Petkus)

2. Supplemental Instructional Resources & Materials

- **Targeted Software & Digital Tools:** Adaptive math and reading intervention software specifically purchased to diagnose gaps and accelerate learning for struggling readers or math students. (iReady, Reading Horizons, Reading By Design)
- **Intervention Kits & Manipulatives:** Supplemental hands-on learning tools, decodable text sets, or diagnostic assessment kits beyond the standard core curriculum. (Rigby, Reading Horizons, Reading By Design)

3. Student Support & Attendance Services

1. **At-Risk Coordinators / Counselors:** Principal and PEIMS coordinator will monitor at-risk attendance and coordinate family support to reduce absenteeism.

4. Targeted Professional Development

- Specialized training for elementary teachers on Response to Intervention (RTI)/MTSS strategies/resources and data-driven differentiation. (iReady PD, Reading Horizons PD)

JUNIOR HIGH

Harleton Junior High utilizes State Compensatory Education funds to provide supplemental academic support and intervention for students identified as at-risk and/or economically disadvantaged. Our campus plan focuses on identifying student needs through assessment data and providing targeted instructional support to improve student achievement.
Our State Comp Ed plan includes:

1. **Targeted intervention and reteaching during the school day.**
   - Teachers use local assessment data, STAAR data, DMAC/TFAR assessments, and progress monitoring to identify students who are not making adequate progress and provide targeted instruction and reteaching. Our Campus Improvement Plan specifically provides for daily support in STAAR-tested areas for students needing additional assistance.

2. **Academic Period/Intervention time.**
    - Our master schedule includes a designated Academic Period (1:07 – 1:55) that allows teachers to provide additional tutoring, remediation, and targeted skill instruction during the school day. Student performance data is used to determine which students need intervention and the skills that should be addressed.
3. **Paraprofessional instructional support.**
    - Paraprofessionals provide additional academic assistance to at-risk and other students through classroom support, small-group instruction, and one-on-one instruction.
4. **Before- and after-school tutorials.**
    - Core teachers provide tutorials as needed for students requiring additional instruction and assistance in core academic subjects. All core classes offer tutorials from 7:30 – 8:00.
5. **Data-driven intervention and progress monitoring.**
    - Teachers administer assessments through DMAC and/or TFAR and analyze student and subgroup performance to identify areas of need, plan remediation, and reteach TEKS that have not been mastered.
6. **Identification and support of at-risk students.**
    - The counselor, teachers, and administration work through appropriate student-support processes to identify students needing additional services and ensure that individual academic needs are addressed.
7. **StarLab Intervention Support.**
    - Harleton Junior High utilizes StarLab to provide targeted academic intervention and additional instructional support for students with identified needs, including at-risk and Section 504 students. Student performance data and individual student needs are used to identify students for support. StarLab provides opportunities for individualized and small-group intervention, reteaching, skill development, and additional assistance designed to address learning gaps and improve academic progress.

**** Coming Soon:** We will also begin to implement Saturday school in the spring of 2027.
These supports are designed to supplement the regular instructional program by providing additional time, personnel, targeted instruction, and intervention for students who are at risk of not meeting academic expectations. Student growth, DMAC/TFAR data, classroom assessments, and STAAR results are used to monitor the effectiveness of these supports and make adjustments throughout the year.

<u>HIGH SCHOOL</u>

1. **Credit Recovery**
    - HHS utilizes Edgenuity to provide credit recovery opportunities for students who have lost credit due to attendance or who have failed a course. Edgenuity is an online learning platform and digital curriculum that provides core and elective course options, allowing students an opportunity to recover credits and remain on track for graduation.
2. **After-School Tutorials**
    - HHS provides after-school tutorials for students who are struggling academically or are currently failing a course. When needed, teachers are compensated for providing additional instructional support outside of the regular school day. These tutorials allow us to

proactively address learning gaps and help students improve their academic performance within the current grading period.

3. **Instructional Supports**
   - HHS continues to seek supplemental resources to support struggling students, particularly in courses with an End-of-Course (EOC) exam: Algebra I, Biology, English I, English II, and U.S. History. For the 2026–2027 school year, we plan to purchase online instructional programs such as NoRedInk and Edmentum Study Island. These programs help identify student learning gaps and provide targeted practice and review of essential concepts in preparation for state assessments.
4. **Accelerated Instruction**
   - HHS provides accelerated instruction for students who do not meet the required performance standard on STAAR End-of-Course assessments. State Comp Ed funds are utilized to compensate staff who provide targeted remediation and accelerated instruction to these students. Instruction is designed to address individual learning gaps and provide additional support toward mastery of essential skills.
5. **Saturday School**
   - HHS provides Saturday School opportunities for students who have lost credit due to attendance. Students are provided opportunities to complete required instructional activities and recover instructional time. Staff members are compensated to supervise and provide academic support during Saturday School sessions, which are generally held from 8:00 a.m. to 12:00 p.m. as needed.
6. **Emergent Bilingual (EB) Paraprofessional**
   - HHS has hired a paraprofessional to provide additional support to our Emergent Bilingual student population. The paraprofessional works directly with students to support language acquisition, improve access to classroom instruction, and provide supplemental academic assistance as students work toward greater independence and academic success.
7. **District Alternative Education Program (DAEP)**
   - HISD provides a Disciplinary Alternative Education Program (DAEP) for students who have been involved in serious disciplinary infractions. The salary of the DAEP supervisor is funded through State Compensatory Education funds, as students assigned to the DAEP meet the criteria for at-risk identification. Additionally, the cost of substitute teachers who provide coverage in the absence of the DAEP supervisor is paid using SCE funds.

REGION 7
EDUCATION SERVICE CENTER
The Prime Educational Solution

At-Risk Student Eligibility Criteria

Revised July 2025

A student at risk of dropping out of school includes each student who is under 26 years of age and who:

	At-Risk Criteria	**Exit Criteria**
1 All Grade Levels	Was **not advanced from one grade level to the next** for one or more school years (Does NOT include students who were not promoted from prekindergarten or kindergarten to the next grade level only as a result of parent request or students "placed" in the next grade level)	Student remains at-risk until the end of their public education career
2 Secondary	If the student is **in grade 7, 8, 9, 10, 11, or 12**, did not maintain **an average equivalent to 70** on a scale of 100 **in two or more subjects** in the foundation curriculum **during a semester** in the **preceding or current school year** or is not maintaining such an average in two or more subjects in the foundation curriculum in the **current semester** (*The courses that are part of the foundation curriculum are as stated in TEC 28.002: "(1) a foundation curriculum that includes: (A) English language arts; (B) mathematics; (C) science; and (D) social studies". The level of the course does not affect whether it is a foundation course, so advanced courses are included. For specific courses that meet individual graduation requirements, see TAC 74.12 & 74.13.)*	Total of two years (End of second year if student did not fail two or more core subjects in the second year of identification.)
3 3rd - 12th grade	Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the **previous or current school year** subsequently	Student is exited when they pass the previously failed assessment at a level equal to 110% of the level of

	performed on that instrument or another appropriate instrument at a level equal to **at least 110 percent** of the level of satisfactory performance on that instrument	satisfactory performance on that assessment instrument
4 Elementary	If the student is **in prekindergarten, kindergarten, or grade 1, 2, or 3**, did not perform satisfactorily on a readiness test or assessment instrument administered **during the current school year; *Do not identify based on the past year's performance* *(current school year only)***	**At the end of the current school year** regardless of whether they passed or failed the readiness assessment
5 Secondary	**Is pregnant** or **is a parent** (Male students who are parents should be coded at-risk.)	Student does not exit except in instances where there is voluntary or involuntary loss of child
6 Secondary	Has been placed in an **alternative education program** in accordance with TEC, §37.006 **during the preceding or current school year**	Duration of two years (End of the second school year after placement)
7 All Grade Levels	Has been expelled in accordance with the TEC, §37.007 **during the preceding or current school year**	Duration of two years (End of the second school year upon successful completion of expulsion for a complete academic school year)
8 All Grade Levels	Is **currently** on parole, probation, deferred prosecution, or other conditional release ***(current school year only)***	At the end of the current school year if legally removed from the condition.
9 Secondary	Was **previously reported through PEIMS** to **have dropped out of school**	Student remains at-risk until the end of their public education career
10 All Grade	Is an **emergent bilingual student**, as defined by the TEC, §29.052 **(currently identified)**	Student remains at-risk as long as they are a coded emergent bilingual student as

Levels	**Student at-risk status determined by LPAC.**	defined by TEC, §29.052
11 All Grade Levels	**Is in** the custody or care of the **Department of Family and Protective Services** or has, **during the current school year, been referred to the department** by a school official, officer of the juvenile court, or law enforcement official ***(current school year only)***	At the end of the current school year
12 All Grade Levels	**Is homeless**, as defined by Title 42 United States Code (USC) Section 11302, and its subsequent amendments ***(current school year only)*** **Student status verified by Homeless Liaison**	At the end of the current school year
13 All Grade Levels	**Resided in the preceding school year or resides in the current school year in a residential placement facility in a district**. Such facilities include: a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized childcare home, or general residential operation *(Students should not be counted by two districts during the same time period.)*	A duration of two years (End of the second school year after placement)
14 All Grade Levels	**Has been incarcerated** or **has a parent or guardian who has been incarcerated**, within the lifetime of the student, in a penal institution as defined by the Texas Penal Code, §1.07. *(These students are eligible to receive certain services that other at-risk students receive, such as counseling and academic enhancement services.)* *(TEA considers the term "incarcerated" in the amended section of the TEC, §29.081, to mean conviction for a criminal offense and consequent sentencing and confinement to jail or prison. The juvenile equivalent is adjudication and placement in a juvenile detention facility.)* **Start date is the date of disclosure to campus staff.**	Student remains at-risk until the end of their public education career

15	**Is enrolled** in a school district or open-enrollment charter school, that is **designated as a dropout recovery school** under Section 39.0548 ***(current school year only)***	At the end of the current school year
16	Is a **chronically absent student,** as defined by Section 48.009	At the end of the current school year
17	Is required to attend school under Section 25.085, is not exempted under Section 25.086, and fails to attend school without excuse for 10 or more days or parts of days within a six-month period in the same school year	At the end of the current school year

Harleton ISD Assurances Regarding Students Experiencing Homelessness

The district will provide various services to support the enrollment, attendance, and success of homeless children and youth in coordination with the McKinney-Vento Homeless Assistance Act.

1. The district assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth.
2. The district assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
3. The district assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
4. The district assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
5. The district assures that homeless children and youth have access to the education and other services that they need in order to meet the same challenging state student academic achievement standards to which all students are held.