

Hallsville Independent School District

District Improvement Plan

2025-2026



Mission Statement

HISD will be a district that pursues “Excellence in Education” in all endeavors.

Our Core Beliefs:

- HISD will provide students an opportunity to obtain a world class education that prepares them for a globally competitive society;
- HISD will strive to be a district of excellence that competes at the state and national levels in all academic and extracurricular activities;
- HISD will instill a desire for ethical behavior, integrity and good citizenship in all students.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	6
Student Learning	9
District Processes & Programs	15
Perceptions	17
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	19
Goals	22
Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)	22
Goal 2: HISD will provide quality choices to our employees that can help improve their quality of life and their financial wellbeing. (Staff Benefits and Wellness)	30
Goal 3: HISD will strengthen our comprehensive programs related to safety, discipline and culture on all campuses, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture)	33
Goal 4: HISD will continue to operate with a fiscally conservative budgeting approach while also consistently monitoring all budget expenditures. Priority focus and maximum effort will always be given to address the needs of our students and staff. (Financial Management)	36
Goal 5: HISD will foster and create safe, efficient and sustainable learning environments for all students and staff. (Facility and Infrastructure Improvements)	38
Goal 6: HISD will develop innovative and sustainable infrastructure and network solutions that will serve the needs of our students and staff in a 21st Century learning environment. (Technology)	40
Goal 7: HISD will strive to connect and engage with all community stakeholders and foster a culture of transparency and accessibility with all patrons.	42
State Compensatory	44
Budget for District Improvement Plan	44
Personnel for District Improvement Plan	44
Title I Personnel	47
Plan Notes	48
DEIC Subcommittee	49
District Education Improvement Committee	50
Assurances	52
Statutorily Required Assurances	52
Policies, Procedures, and Requirements	53
Addendums	55

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The HISD needs assessment resulted from a collaboration between DEIC committee members, DEIC subcommittee members, district and campus leadership (ILT), and all stakeholders that completed feedback.

Timeline:

Campus Needs Assessment Meetings: February 2025

Stakeholder Survey: March 2025

DEIC Needs Assessment Meeting #1 (by campus): March 31, 2025

DEIC Subcommittee: April 1, 2025

DEIC Needs Assessment Meeting #2: May 5, 2025

Needs Assessment Planning with Instructional Directors/Coordinators: May 7, 2025

Needs Assessment Planning with Non-Instructional Directors/Coordinators: May 20, 2025

Needs Assessment draft to DEIC and DLT: May 8, 2024

Sent to teams to finalize Needs Assessment: May 22, 2025

CIP and DIP in Final Draft Format: June 2025

Board Approval: September 2025

DEIC committee members include:

- Elected representative professional staff, including at least one SpEd teacher and 2/3 classroom teachers
- Parents of students enrolled in HISD (elementary and secondary) and living in HISD boundaries
- Business representatives from Hallsville ISD boundaries
- Community members from Hallsville ISD boundaries
- Stakeholders for Title II, Title II, and Title IV

DEIC subcommittee members include:

- A representative from each campus (typically an assistant principal and/or dean)

DLT committee members include:

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

Demographics

Demographics Summary

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

The school district serves students that reside in Hallsville ISD boundaries and students throughout the State of Texas through a partnership with Stride K-12. Inside the ISD boundaries, approximately 5,000 students in grades pre-K through 12 reside. Those students are served by a staff of approximately 700 individuals. Of this staff, around 350 are professional educators. Texas Virtual Academy of Hallsville (TVAH), our virtual school, serves approximately 22,200 students as of the Summer 2023-2024 PEIMS snapshot.

Demographic Data for Brick & Mortar (those that reside in HISD boundaries and attend in person schools):

Year	SPED	EB	CTE	ECO Dis	GT	Dyslexia	Section 504	Homeless
2024-2025	16.48	4.99	34.37	43.38	6.82	10.49	9.26	0.51
2023-2024	16.16	5.90	26.83	48.62	6.96	9.84	11.03	0.52
2022-2023	13.07	5.55	30.89	47.01	6.52	8.74	2.25	
2021-2022	12.29	4.84	32.82	41.36	6.5	7.74	2.13	
2020-2021	10.93	4.25	no data	43.14	6.96	6.57	2.44	
2019-2020	9.91	3.67	32.87	39.95	7.2	4.73	3.13	
2018-2019	9.18	4.07	32.32	41.09	7.2	4.11	3.47	

Year	Hispanic	White	Asian	Amer. Indian	Native Hawaiian	Two or More	
2024-2025	18.6	66.7	0.53	0.16	0.12	5.54	
2023-2024	17.66	67.45	0.67	0.17	0.12	5.05	
2022-2023	17.54	69.03	0.64	0.16	0.12	4.71	
2021-2022	17.05	70.34	.670	0.15	0.08	4.82	
2020-2021	16.04	70.41	0.94	0.17	0.13	5.21	
2019-2020	15.79	71.81	0.91	0.17	0.02	4.83	
2018-2019	15.69	71.94	1.00	.24	.02	4.68	

Demographic Data for Texas Virtual Academy of Hallsville (TVAH)

Year	SPED	EB	CTE	ECO Dis	GT	Dyslexia
2024-2025	19.48	11.79	94.09	55.38	1.84	8.01
2023-2024	19.45	12.36	80.0	55.7	2.32	7.96
2022-2023	17.34	8.83	80.11	56.78	2.41	6.97
2021-2022	16.75	8.55	46.09	57.70	2.59	6.4
2020-2021	16.07	5.61	No Data	48.47	2.96	5.52
2019-2020	15.13	3.63	31.18	30.70	1.12	4.22
2018-2019	11.76	2.75	23.19	35.98	.05	3.54

Year	Hispanic	White	Asian	Amer. Indian	Native Hawaiian	Two
2024-2025	48.68	29.02	1.44	0.42	0.21	
2023-2024	47.40	30.19	1.43	0.49	0.14	
2022-2023	46.49	28.87	1.63	0.56	0.17	
2021-2022	48.01	28.15	1.83	0.49	0.13	
2020-2021	38.36	38.14	1.28	0.49	0.11	
2019-2020	36.32	40.78	1.55	0.52	0.28	
2018-2019	38.46	39.75	1.51	0.34	0.09	

Staff data for HISD indicates that 93% of our teaching staff is White, which is disproportionate to our student ethnicities (see above). The average years experience is 12 years, with people staying an average of 8 years in the district.

Demographics Strengths

- Diversity - small growth in brick and mortar campuses; TVAH has more diversity and reflects more of the State of Texas' diverse populations
- Most special programs are staying consistent in percentages of the population (GT, EB, Homeless, CTE)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education/Dyslexia has increased.

Root Cause: The changes in Dyslexia identification criteria and subsequent programing changes. Tier I and II instruction in phonics and phonemic awareness.

Problem Statement 2: Teaching staff is not reflective of the student demographics; with races other than white needing to be represented in teaching staff.

Root Cause: Less people are going into education and traditional recruiting efforts are not successful. Additionally, teacher pay is lower than larger school districts.

Student Learning

Student Learning Summary

Hallsville ISD has consistently demonstrates a strong commitment to academic excellence, as evidenced by the impressive performance of our students across various standardized assessments and academic competitions. Our dedicated educators employ innovative teaching strategies and a rigorous curriculum to ensure that each student reaches their full potential. The district's focus on continuous improvement and professional development for teachers further supports our mission to maintain high academic standards and foster a culture of lifelong learning. Through collaborative efforts with parents and the community, Hallsville ISD remains steadfast in its pursuit of academic achievement for all students.

East Elementary

East STAAR Performance Data																		
	Approaches or Above					Comparison 24-25	Meets or Above					Comparison 24-25	Masters or Above					Comparison 24-25
	2021	2022	2023	2024	2025		2021	2022	2023	2024	2025		2021	2022	2023	2024	2025	
1st Math	81%	80%	74%	72%	73%	1	46%	48%	48%	37%	49%	12	23%	23%	22%	13%	18%	5
3rd Rdg	77%	85%	75%	71%	84%	13	43%	51%	50%	34%	56%	22	22%	28%	18%	13%	18%	5
4th Math			77%	81%	78%	-3			45%	52%	55%	3			17%	30%	27%	-3
4th Rdg			83%	77%	77%	0			49%	48%	41%	-7			19%	27%	13%	-14

East TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
1st	-	-	100	100	-	-	-	-
2nd	80	100	20	-	-	-	-	-
3rd	-	20	100	-	-	80	-	-
4th	33	-	67	100	-	-	-	-

North Elementary

North STAAR Performance Data																		
	Approaches or Above					Comparison 24-25	Meets or Above					Comparison 24-25	Masters or Above					Comparison 24-25
	2021	2022	2023	2024	2025		2021	2022	2023	2024	2025		2021	2022	2023	2024	2025	
3rd Math	92%	88%	76%	76%	72%	-4	59%	62%	46%	49%	49%	0	31%	31%	15%	15%	20%	5

North STAAR Performance Data																		
3rd Rdg	89%	88%	78%	82%	71%	-11	61%	62%	54%	54%	48%	-6	35%	39%	17%	16%	29%	13
4th Math			75%	69%	70%	1			53%	41%	57%	16			18%	20%	26%	6
4th Rdg			88%	79%	80%	1			44%	44%	49%	5			19%	19%	23%	4

North TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
1st	-	27	100	73	-	-	-	-
2nd	83	71	17	29	-	-	-	-
3rd	14	67	86	22	-	11	-	-
4th	83	60	17	40	-	-	-	-

West Elementary

West STAAR Performance Data												
	Approaches or above			Comparison 24-25	Meets or above			Comparison 24-25	Masters or Above			Comparison 24-25
	2023	2024	2025		2023	2024	2025		2023	2024	2025	
3rd Math	84%	86%	78%	-8	54%	50%	56%	6	26%	19%	22%	3
3rd Rdg	83%	86%	91%	5	54%	63%	57%	-6	24%	24%	26%	2
4th Math	90%	86%	84%	-2	67%	63%	73%	10	36%	33%	38%	5
4th Rdg	89%	91%	88%	-3	62%	61%	70%	9	33%	35%	36%	1

West TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
1st	17	38	75	50	8	13	-	-
2nd	78	90	22	10	-	-	-	-

	Same Level		1 Level		2 Levels		3 Levels	
3rd	50	60	38	40	13	-	-	-
4th	81	86	19	14	-	-	-	-

Intermediate

Intermediate STAAR Performance Data															
	Approaches or Above				Comparison 24 vs 25	Meets or Above				Comparison 24-25	Masters or Above				Comparison 24-25
	2022	2023	2024	2025		2022	2023	2024	2025		2022	2023	2024	2025	
5th Math	94%	89%	82%	80%	-2	61%	61%	56%	51%	-5	29%	26%	22%	28%	6
5th Rdg	93%	86%	82%	78%	-4	70%	60%	55%	58%	3	48%	32%	30%	34%	4
5th Sci.	88%	85%	82%	81%	-1	65%	57%	56%	55%	-1	36%	30%	32%	28%	-4
6th Math	89%	90%	83%	81%	-2	68%	61%	55%	48%	-8	36%	31%	29%	25%	-4
6th Rdg	82%	88%	84%	81%	-3	55%	65%	67%	57%	-10	29%	28%	34%	32%	-2

Intermediate TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
5th	58	40	39	56	3	4	-	-
6th	60	47	30	50	10	3	-	-

Jr. High

HJHS STAAR Performance Data																		
	Approaches or Above					Comparison 24-25	Meets or Above					Comparison 24-25	Masters or Above					Comparison 24-25
	2021	2022	2023	2024	2025		2021	2022	2023	2024	2025		2021	2022	2023	2024	2025	
7th Math	72%	81%	83%	77%	78%	1	37%	56%	62%	57%	59%	2	16%	35%	27%	25%	33%	8
7th Rdg	80%	84%	88%	81%	83%	2	57%	66%	73%	66%	63%	-3	31%	50%	42%	39%	39%	0

HJHS STAAR Performance Data																		
8th Math	78%	84%	87%	82%	96%	14	53%	61%	67%	58%	64%	6	14%	24%	31%	31%	26%	-5
8th Rdg	83%	87%	92%	90%	89%	-1	59%	63%	71%	76%	73%	-3	32%	42%	43%	46%	46%	0
8th Sci	81%	80%	83%	81%	85%	4	59%	50%	61%	56%	60%	4	35%	26%	26%	22%	26%	4
8th SS	72%	74%	77%	78%	72	-6	45%	38%	45%	50%	42%	-8	22%	23%	19%	26%	25	-1
Alg I	100%	100%	99%	100%	100%	0	96%	94%	99%	97%	98%	1	81%	82%	86%	88%	80%	-8

Jr. High TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
7th	38	22	62	78	-	-	-	-
8th	52	60	48	40	-	-	-	-

Hallsville High School

HHS STAAR Performance Data																		
EOC	Approaches or Above					Comparison 24-25	Meets or Above					Comparison 24-25	Masters or Above					Comparison 24-25
	2021	2022	2023	2024	2025		2021	2022	2023	2024	2025		2021	2022	2023	2024	2025	
Algebra I	90%	84%	92%	85%	79%	-6	65%	53%	57%	52%	36%	-16	34%	29%	22%	22%	12%	-10
Biology	92%	93%	96%	99%	97%	-2	76%	78%	80%	80	82%	2	46%	41%	41%	40%	40%	0
US History	98%	95%	98%	98%	95%	-3	85%	82%	85%	81%	78%	-3	60%	50%	46%	50%	41%	-9
English I	79%	82%	86%	83%	85%	2	67%	66%	77%	73%	73%	0	13%	16%	26%	30%	26%	-4
English II	79%	84%	90%	86%	85%	-1	67%	70%	80%	76%	73%	-3	13%	12%	14%	12%	15%	3

HHS TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
9th	42	60	58	40	-	-	-	-
10th	67	56	33	44	-	-	-	-

	Same Level		1 Level		2 Levels		3 Levels	
11th	33	70	60	30	7	-	-	-
12th	62	55	38	45	-	-	-	-

Texas Virtual Academy at Hallsville

TVAH STAAR Performance Data																		
	Approaches or Above					Comparison 24-25	Meets or Above					Comparison 24-25	Masters or Above					Comparison 24-25
	2021	2022	2023	2024	2025		2021	2022	2023	2024	2025		2021	2022	2023	2024	2025	
rd Math	28%	31%	45%	21%	26%	5	6%	13%	10%	5%	10%	5	3%	3%	2%	2%	2%	0
rd Rdg	49%	52%	53%	42%	54%	12	20%	27%	19%	16%	21%	5	6%	18%	4%	5%	4%	-1
th Math	25%	18%	19%	17%	16%	-1	8%	7%	5%	4%	5%	1	5%	4%	1%	0.60%	2%	1.4
th Rdg	41%	48%	50%	54%	53%	-1	17%	21%	14%	17%	16%	-1	8%	10%	4%	4%	1%	-3
th Math	26%	24%	32%	21%	21%	0	8%	6%	10%	7%	6%	-1	3%	2%	2%	0.50%	2%	1.5
th Rdg	49%	54%	53%	52%	50%	-2	24%	26%	19%	24%	23%	-1	11%	13%	6%	7%	5%	-2
5th Sci	25%	25%	23%	18%	20%	2	7%	9%	6%	3%	4.5%	1.5	1%	3%	1%	1%	.5%	-1.5
th Math	46%	46%	45%	33%	39%	6	12%	12%	8%	6%	6%	0	1%	3%	2%	1%	1%	0
th Rdg	45%	58%	53%	53%	57%	4	16%	26%	22%	26%	31%	5	7%	11%	6%	5%	8%	3
th Math	34%	32%	40%	24%	23%	-1	7%	8%	13%	8%	7%	-1	2%	1%	2%	1%	1%	0
th Rdg	62%	71%	66%	54%	57%	3	32%	41%	33%	28%	25%	-3	14%	22%	10%	10%	7%	-3
th Math	30%	32%	49%	30%	23%	-7	9%	6%	9%	5%	5%	0	1%	1%	1%	0.5%	1%	.5
th Rdg	64%	72%	61%	62%	61%	-1	29%	38%	28%	28%	25%	-3	10%	20%	6%	8%	7%	-1
8th Sci	52%	43%	73%	34%	38%	4	21%	12%	7%	10%	11%	1	6%	4%	1%	2%	1%	-1
8th SS	34%	27%	76%	27%	21%	-6	9%	7%	8%	6%	5%	-1	3%	3%	2%	2%	1%	-1

TVAH STAAR Performance Data																		
Alg I	37%	31%	42%	32%	27%	-5	9%	8%	7%	5%	5%	0	4%	4%	2%	2%	2%	0
Bio	73%	66%	80%	75%	80%	5	28%	22%	29%	24%	28%	4	2%	3%	4%	3%	3%	0
US His	84%	83%	92%	81%	86%	4	59%	54%	55%	39%	41%	2	30%	25%	20%	13%	14%	1
Eng I	58%	57%	56%	43%	41%	-2	38%	38%	34%	27%	24%	-3	3%	5%	3%	3%	3%	0
Eng II	60%	65%	64%	53%	51%	-2	40%	48%	39%	34%	30%	-4	2%	3%	1%	2%	1%	-1

TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
3rd	60	64	40	29	-	7	-	-
4th	75	89	25	7	-	4	-	-
5th	64	66	36	32	-	2	-	-
6th	73	81	27	18	-	1	-	-
7th	70	69	30	31	-	-	-	-
8th	77	84	22	16	1	-	-	-
9th	81	81	18	19	1	-	-	-
10th	79	76	20	22	1	2	-	-
11th	75	77	24	22	1	1	-	-
12th	80	75	19	23	1	2	-	-

Student Learning Strengths

- HISD offers a wide variety of curriculum materials to meet the needs of all learners.
- HISD has plenty of intervention staff to service Tier III intervention; both academic and behavior.
- District curriculum leadership is present on campuses and assist teacher teams.
- Bilingual students are meeting growth targets in the middle grades.

District Processes & Programs

District Processes & Programs Summary

At HISD, we are committed to advancing our educational initiatives, which include the implementation of Professional Learning Communities, the adoption of Fundamental 5 practices, the integration of Leader In Me schools, the enhancement of Tier I instruction, and the refinement of the RtI/MTSS process. Additionally, we are focused on developing leadership skills across the district and ensuring the successful implementation of our required bilingual program. These initiatives are designed to foster a collaborative and effective learning environment that supports both educators and students in achieving their full potential.

Our district operates as a cohesive Professional Learning Community, a practice that is well-regarded by our staff. The feedback we receive indicates that these practices are robust and effective across the district, contributing to a strong service model for students enrolled in special programs. While our staff generally views the RtI/MTSS procedures positively, there is room for improvement in the area of behavior RtI/MTSS, which we are actively addressing to ensure comprehensive support for all students.

Professional development within our district is strategically planned by analyzing data and engaging with stakeholders to ensure it meets the needs of our educators. Principals contribute to this planning through Instructional Leadership Team meetings, while teachers provide input via their School-Based Decision-making (SBD) and lead teacher teams. To further refine our professional development offerings, we conducted a district-wide survey in early spring to gather valuable insights from all staff members. The implementation of this professional development plan is supported by Title II funds, underscoring our commitment to continuous improvement and excellence in education.

At our school, we are proud to report that we maintained a full roster of teaching staff throughout the year, with no vacancies. This achievement is largely due to the proactive efforts of our Human Resource Director, who has been actively participating in job fairs at universities and service centers. These efforts are particularly focused on recruiting individuals for special programs and those with bilingual certification, ensuring that we meet the diverse needs of our student population.

In terms of behavior support, we have implemented a comprehensive system that includes a K-6 Behavior Specialist and Classroom Paraprofessionals who are dedicated to behavior intervention. Additionally, our Licensed Specialist in School Psychology (LSSP) staff plays a crucial role in supporting students' behavioral needs, ensuring that each child receives the attention and guidance necessary to thrive in a positive learning environment.

Our commitment to mental health is evident through the robust support systems we have in place. This includes campus counselors who are readily available to assist students, as well as online services that provide accessible mental health resources for both students and staff. Our LSSP staff also contributes to these efforts, and we are fortunate to have a district Licensed Professional Counselor (LPC) who serves the mental health needs of our entire school community. These resources are integral to fostering a supportive and healthy school environment.

District Processes & Programs Strengths

- Strong foundation in Professional Learning Communities
- Common planning time that is built into the school day
- RtI/MTSS processes that are built into the school day
- New to HISD mentor and New Teacher Academy that supports teachers - adding a 2nd year teacher academy in 2025-2026
- Strong PD plan that includes input from campus leaders and teachers
- Strong behavior support at campus from LSSPs and K-6 Behavior Specialist

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Classroom behavior strategies/outcomes are a concern for staff.

Root Cause: Lack on training and consistency across campuses and grade levels.

Problem Statement 2: Bilingual program K-6 is not implemented.

Root Cause: Lack of personnel and a plan is needed to begin implementation. Training will be needed on bilingual program instructional techniques.

Problem Statement 3: Implementation of focus areas (PLC, RtI/MTSS, Curriculum Alignment) is inconsistent across the district.

Root Cause: New personnel to HISD and the lack of systems to clearly communicate goals and objectives.

Perceptions

Perceptions Summary

The majority of our stakeholders, including parents, students, and community members, have expressed very positive sentiments regarding our district's overall performance. This encompasses not only the quality of student learning but also our business and fiscal management endeavors. Such feedback is a testament to the hard work and dedication of our staff and the collaborative efforts of our community to create a supportive and effective educational environment.

It has come to our attention that most of the events attended by parents and stakeholders are non-academic in nature. This insight is crucial as it highlights the areas of interest that resonate most with our community. The top three topics that have garnered significant interest are Planning for Post Graduation, Mental Health, and Social-Emotional Learning. These areas are critical to the holistic development of our students, and we are committed to providing more resources and opportunities for engagement in these domains.

To enhance attendance and participation in our events, we have identified three key areas for improvement. Firstly, we need to ensure better communication about the purpose and content of each event, so stakeholders are fully informed and motivated to attend. Secondly, the timing of events is crucial, and we must consider scheduling them at times that are convenient for the majority of our community. Lastly, offering virtual options can significantly increase accessibility and participation, allowing more stakeholders to engage with our programs and initiatives.

In terms of communication, stakeholders primarily access information about our district through Talking Points, District Newsletters/Emails, and Campus Newsletters/Emails. These channels are vital for keeping our community informed and connected. We will continue to leverage these platforms to disseminate important information and updates, ensuring that all stakeholders have access to the resources and support they need.

Perceptions Strengths

- HISD offers a wide variety of events for parents, families, and the community.
- HISD is a welcoming place to attend events.
- HISD events are well organized.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Academic events are not as well attended as Non-Academic events.

Root Cause: Too many events going on at each campus; at times conflicting times.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 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
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

- Budgets/entitlements and expenditures data

Goals





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

Performance Objective 1: Reading and Math Improvement -
Grade 3 : 60% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 75%)
All Grades: 100% of students will show growth in the area of reading and Meets/Masters will rise by 5% for all students at each campus.

- High Priority**
- Evaluation Data Sources:** STAAR
 - Local Common Formative Assessments
 - RtI and Intervention Data
 - Circle
 - TX-KEA
 - TPRI
 - NWEA (for TVAH)
 - 4-English II use STAAR and/or ISIP

Strategy 1 Details	Reviews			
Strategy 1: Elementary lead teachers will receive district planning support each nine weeks. Strategy's Expected Result/Impact: All students on grade level Classroom intervention in a timely manner Staff Responsible for Monitoring: Assistant Superintendent/Leadership Campus Principals TVAH Administrators District Reading Specialist	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: All students will get the remediation required through in class supports, enrichment, and/or intervention. Campuses will follow the district MTSS procedures. Strategy's Expected Result/Impact: Accelerated learning All students on grade level Increase in state assessments Staff Responsible for Monitoring: Assistant Superintendent/Leadership Campus Principals TVAH Administrators District Reading Specialist	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: District level Reading Coordinator will coordinate K-8 schoolwide initiatives, including targeted intervention, Reading Academies, professional development, and CIA support. Strategy's Expected Result/Impact: All students on grade level All students showing growth Fewer dyslexia/dysgraphia referrals Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator TVAH Administrators District Reading Coordinator	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: District and Campus Instructional Leadership Team will review data at least quarterly as a team and individually with principals, including Individual Student Growth Plans. Strategy's Expected Result/Impact: Growth for all students Increase in state assessments Staff Responsible for Monitoring: Asst. Supt. of Learning Dir. of Special Education Dir. of Spec/Fed Programs TVAH Coordinator Assessment Coordinator Campus Principals	Formative			Summative
	Oct	Jan	Apr	June





Strategy 5 Details	Reviews			
Strategy 5: Students in grades K-8 will be screened at least three times per year and data from this screening instrument will be used to target specific skills for students needing intervention. Reading: TxKEA: Kindergarten- BOY, MOY and EOY. TPRI: 1st grade- BOY, MOY and EOY. IReady: 1st-8th, BOY, MOY, and EOY. Math: Stemscores K-2nd - BOY, MOY, EOY. iReady 1st-8th - BOY, MOY, EOY Strategy's Expected Result/Impact: Accelerated learning All students on grade level Increase in state assessments Staff Responsible for Monitoring: Assistant Superintendent Campus Principals TVAH Administrators District Reading Coordinator	Formative			Summative
	Oct	Jan	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: Students will be prepared for life after high school. Including that 90% of HISD students will meet College, Career, and Military Readiness through meeting one of the TSDS PEIMS indicators.

Evaluation Data Sources: CCMR reports





Strategy 1 Details	Reviews			
Strategy 1: Ensure Texas Success Initiative (TSI) readiness of students by assessing and intervening systematically. (100% brick and mortar, 50% TVAH) Strategy's Expected Result/Impact: An increased number of students will be TSI complete by the time they become seniors in high school. Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator TVAH Administrators CCMR Coordinator	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Enrollment in CTE dual credit coursework and Industry Based Certifications will continue to increase in the 2025-2026 school year. Students will obtain skills necessary to obtain entry level employment and/or skills needed to be successful in a post-secondary institution upon graduation from high school. Strategy's Expected Result/Impact: Students prepared for employment, internship, etc. Staff Responsible for Monitoring: Assistant Superintendent Director of CTE CCMR Coordinator Assessment Coordinator	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: CTE will continue to develop new business and industry partners in the Longview/Marshall area throughout the 2025-2026 school year Strategy's Expected Result/Impact: Increased opportunities and variety for students. Community support and awareness. Staff Responsible for Monitoring: Assistant Superintendent Director of CTE	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: All rising 9th graders will complete a career interest inventory and aptitude assessment, participate in a CTE sponsored JH career fair (including Military), and create a high school 4-year plan before entering high school. Strategy's Expected Result/Impact: Supports CCR goals. Allows students to make choices based on their individual strengths and interests. Staff Responsible for Monitoring: Assistant Superintendent Campus Principal Campus Counselors TVAH Coordinators	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide ACT/SAT Bootcamp outside the school day to students free of charge prior to testing. Strategy's Expected Result/Impact: Increased participation in ACT/SAT Increased scores for ACT/SAT Staff Responsible for Monitoring: Assistant Superintendent Campus Principal Campus Counselors TVAH Coordinators	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Provide services for those students that meet criteria for Special Education and ensure their academic growth and graduation.

Evaluation Data Sources: Special Education progress monitoring data
Graduation Rates





Strategy 1 Details	Reviews			
Strategy 1: Campus and district-level special education staff will assist parents and students age 14 and older in developing individualized transition plans consistent with student strengths. Strategy's Expected Result/Impact: Increased graduation Staff Responsible for Monitoring: Assistant Superintendent/Leadership Director of Special Education Diagnosticians Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 4: Provide services for those students that meet criteria for special programs (At-Risk, G/T, Bilingual, McKinney-Vento, Foster Care, Pregnancy/Parent, migrant, Title I) and ensure their academic growth and graduation.

Evaluation Data Sources: Local and State Data
TELPAS
STAAR





Strategy 1 Details	Reviews			
Strategy 1: Provide services such as transportation, supplies, school fees, childcare, and free/reduced lunch services for homeless/foster/parents students. Strategy's Expected Result/Impact: All students in these categories will receive the supports they need to be successful. Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Counselors Campus Nurses	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: HISD will provide summer programming for credit recovery, English Learners in PK-4, those that do not meet minimum standards on state assessments, and those that need further intervention and support based on local criteria. Strategy's Expected Result/Impact: Accelerated instruction Students meeting grade level expectations All students meeting growth expectations Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Staff will be trained and follow district identification procedures for all special programs. (At Risk, Gifted & Talented, Emergent Bilingual, Section 504, Mckinney-Vento, etc.) Strategy's Expected Result/Impact: All students identified and served Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Campus Counselors	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Emergent Bilingual students scoring less than advanced on TELPAS will receive pull out services from bilingual and/or ESL personnel with data reviewed monthly for progress and need for further intervention. Strategy's Expected Result/Impact: TELPAS growth for all students Reading on reading level Staff Responsible for Monitoring: Director of Federal/Special Programs Campus EB Teachers Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Students identified as Gifted and Talented will be served in their classrooms by a certified GT teacher in grades K-12. Additionally, they will receive additional GT time outside the classroom. Strategy's Expected Result/Impact: GT students will collaborate with one another and expand their learning Growth in assessment Top tier PSAT scores in 8th grade Staff Responsible for Monitoring: Director of Federal/Special Programs GT coordinator	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Provide extended after school and/or summer learning opportunities that focus on STEAM and other academic skills, with priority given to those that are in a special program. Strategy's Expected Result/Impact: Well Rounded educational opportunities More students scoring in the higher percentiles of state testing Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs GT Coordinator	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: HISD will provide quality choices to our employees that can help improve their quality of life and their financial wellbeing. (Staff Benefits and Wellness)

Performance Objective 1: Continue monitoring ways to increase staff salary and compensation plans; work to provide numerous selections for employees that can reduce health care costs, save money and plan for the future.

Evaluation Data Sources: Salary schedules
Benefit trends





Strategy 1 Details	Reviews			
Strategy 1: Communicate opportunities to staff members of what options are available in terms of benefits beyond health care. Strategy's Expected Result/Impact: Increased staff awareness of benefit programs Staff preparedness for the future/retirement Staff Responsible for Monitoring: Director of Human Resources Benefits Specialist	Formative			Summative
	Oct	Jan	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: HISD will provide quality choices to our employees that can help improve their quality of life and their financial wellbeing. (Staff Benefits and Wellness)

Performance Objective 2: HISD will maintain 100% qualified staff, through state certification or district of innovation qualifications.

Evaluation Data Sources: HR records
TEA records





Strategy 1 Details	Reviews			
Strategy 1: Uncertified hires will have work agreements until certification is complete (within two years). Strategy's Expected Result/Impact: All staff will be certified by the end of the school year. All students will be taught by a highly qualified teacher. Staff Responsible for Monitoring: Director of Human Resources Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will have proper certification to serve emergent bilingual students; including bilingual certifications and ESL certifications Strategy's Expected Result/Impact: Improved performance of bilingual students. 100% of RLA teachers certified ESL Staff Responsible for Monitoring: Campus ESL Teachers Campus Principals Director of Federal/Special Programs Director of Human Resources	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: ALL K-5 core teachers and 6-12 advanced teachers will be obtain the 30 hour course and maintain the annual HISD 6 hour update. Strategy's Expected Result/Impact: Higher level, differentiated instruction in all classrooms. Staff Responsible for Monitoring: GT coordinator Campus principals Director of Federal/Special Programs Director of Human Resources	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: CTE will recruit and hire certified personnel when possible. For any position that is considered "high-demand" or "high need", these individuals will be hired on a Local School District Permit and will be required to complete district professional development activities within the first year of employment. Strategy's Expected Result/Impact: Certified teachers in classrooms Increased student performance Staff Responsible for Monitoring: Director of Human Resources Director of CTE Campus principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Support teachers in year 1 and 2 of their careers through professional development and mentorship Strategy's Expected Result/Impact: Retention of teachers in HISD and in the profession Staff Responsible for Monitoring: Assistant Superintendent/Leadership Director of HR	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities to HISD staff with bachelor's degrees to obtain teacher certification through a "Grow Your Own" program Strategy's Expected Result/Impact: Retention of teachers in HISD Staff Responsible for Monitoring: Assistant Superintendent/Leadership Director of HR Director of Special/Federal Programs	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: HISD will strengthen our comprehensive programs related to safety, discipline and culture on all campuses, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture)

Performance Objective 1: Improve campus climate and culture related to student discipline across the district; discipline referrals will decrease.

Evaluation Data Sources: Discipline reports through Skyward





Strategy 1 Details	Reviews			
Strategy 1: Consistent implementation of SEL and character ed curriculum, PK-12. (Leader in Me, Fueling Brains) within classroom setting and emphasis on executive skills building within Behavior Redirection rooms. Strategy's Expected Result/Impact: Decreased behavior interventions and referrals. Lessons to include: suicide prevention, conflict resolutions, violence prevention, substance abuse prevention, human trafficking, healthy relationships Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Campus Counselors District Behavior Coordinator	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Clearly defined and communicated Positive Behavioral Interventions and Supports (PBIS) at each campus; including the implementation of strategies that align with district adopted resources (Conscious Discipline) within the MTSS framework and Behavior Redirection aligned PK-12. Strategy's Expected Result/Impact: Team CPI trained Coordination between behavior assistants Systematic checklist aligned with behavior goals and a process for routine evaluation Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education Campus Principals District Behavior Coordinator LSSP	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: HISD will strengthen our comprehensive programs related to safety, discipline and culture on all campuses, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture)

Performance Objective 2: Increase safety efforts on all HISD campuses.

Evaluation Data Sources: Skyward discipline reports
SEL curriculum
Sentinel reports
Campus discipline committee reports

Strategy 1 Details	Reviews			
Strategy 1: Implement lessons in grades 4-12 to include vaping and drug/alcohol awareness, including fentanyl. Tiered level of supports to include education and counseling to students and families. Strategy's Expected Result/Impact: Decrease in disciplinary referrals due to vaping, drugs, and alcohol. Increase involvement by local SHAC and District School Resource Officers in combating these issues Community awareness and support Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Chief of Police	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide a Discipline Alternative Education Program (DAEP), with data analysis and a transition plan coordinated with the campus DAEP liaison. Strategy's Expected Result/Impact: Lower percentage of recidivism Proper intake/outtake meetings Goal setting meetings and review while in DAEP setting consultation with district licensed professional counselor while in DAEP and after release Staff Responsible for Monitoring: Director of Human Resources Campus Principals District LPC Coordinator of Student Services	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Staff and Students will be trained on what to report and how to report safety concerns; including bullying & harassment, Title IX harassment, and physical threats to the school community Strategy's Expected Result/Impact: Student allegations will be properly investigated and handled at the campus level. Staff allegations will be properly investigate and handled at the level appropriate to the case. Staff Responsible for Monitoring: Assistant Superintendent Director of Human Resources Director of Safety and Security Director of Federal/Special Programs Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Safe Supportive School teams will be trained and meet at least quarterly to review data and trends. Data should include bullying, harassment, behavior threat assessments, self-harm reports, vaping and other substances, and general discipline trends. Strategy's Expected Result/Impact: Analysis of data and actionable steps to decrease problem areas. Staff Responsible for Monitoring: Director of Safety and Security Director of Federal/Special Programs Campus Principals Campus Behavior Officer	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Mental health will be supported by a variety of sources, including a district LPC, LSSPs, TCHATT, school counselors, and partnerships with community organizations. Strategy's Expected Result/Impact: Students will be provided the appropriate care to support their individual needs. Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Campus Counselors LPC LSSP lead	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: HISD will continue to operate with a fiscally conservative budgeting approach while also consistently monitoring all budget expenditures. Priority focus and maximum effort will always be given to address the needs of our students and staff. (Financial Management)

Performance Objective 1: HISD expenditure analysis/forecasting information will be evaluated regularly and presented to the board within the budgeting workshops or as requested; including TVAH

Evaluation Data Sources: Financials
Monthly reports

Strategy 1 Details	Reviews			
Strategy 1: HISD expenditure analysis/forecasting information will be evaluated regularly and presented to the board within the budgeting workshops or as requested; including TVAH Strategy's Expected Result/Impact: Optimize fund balance to address district needs. Staff Responsible for Monitoring: Superintendent Assistant Superintendent/CFO Assistant Superintendent/Leadership	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Use enrollment projections to determine our needs for future growth. Strategy's Expected Result/Impact: School board will have timely and accurate information and be able to make informed decisions. Staff Responsible for Monitoring: Superintendent Assistant Superintendent/CFO Assistant Superintendent/Leadership	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Meet on a monthly basis with HISD's TVAH team and K12's financial to discuss budget and special population numbers. Strategy's Expected Result/Impact: School board will have timely and accurate information and be able to make informed decisions. Staff Responsible for Monitoring: Superintendent Assistant Superintendent/CFO Assistant Superintendent/Leadership TVAH Director	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 1: Update and align planning for prioritized future facilities projects, based on an updated long range facility plan.





Evaluation Data Sources: Long range plan

Strategy 1 Details	Reviews			
Strategy 1: Meet with each campus to map out boilers, label doors, and conduct at least one inspection per year. Strategy's Expected Result/Impact: Safe and secure facilities. Staff Responsible for Monitoring: Asst. Supt. Director of Maintenance Campus principals	Formative			Summative
	Oct	Jan	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: Ensure all facilities meet TX Minimum Safety Standards

Evaluation Data Sources: Door checks
Sentinel Reports

Strategy 1 Details	Reviews			
Strategy 1: Comply with all safety checks and regulations. Anything involving an exterior door or other safety measure should be priority. Strategy's Expected Result/Impact: No accidents Safe schools Staff Responsible for Monitoring: Superintendent Director of Maintenance Chief of Police Director of Technology	Formative			Summative
	Oct	Jan	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 6: HISD will develop innovative and sustainable infrastructure and network solutions that will serve the needs of our students and staff in a 21st Century learning environment. (Technology)





Performance Objective 1: Ensure staff and students are proficient in using technology for instruction, both in the classroom and at home, by providing sufficient training and technology support.

Evaluation Data Sources: HISD PD schedule

Data use on google classroom

Classroom walkthrough data





Outcomes that align with TEKS

Strategy 1 Details	Reviews			
Strategy 1: Funds will be allocated to ensure each campus continues to have classroom sets of student devices and updated technology. Strategy's Expected Result/Impact: All students that need a device for home learning will have one. Technology integration in classrooms will increase as evident in classroom observations. Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Innovation Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers and digital media specialists will have opportunities to participate in blended learning training along with integrating tech tools into their instruction throughout the year. Training will be offered in person and in self paced opportunities. Strategy's Expected Result/Impact: Students will be introduced to Google Classroom and online resources from day 1 of instruction. Staff Responsible for Monitoring: Assistant Superintendent Director of Technology Director of Innovation Campus Principals Assessment Coordinator	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: HISD will develop innovative and sustainable infrastructure and network solutions that will serve the needs of our students and staff in a 21st Century learning environment. (Technology)

Performance Objective 2: Ensure infrastructure supports district instructional implementation.

Evaluation Data Sources: Device inventory
Device usage reports





Strategy 1 Details	Reviews			
Strategy 1: Streamline Chromebook support with clear campus communication, repair/replacement procedures, and better damage tracking. Strategy's Expected Result/Impact: Devices are available for student use in the classroom. Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Innovation Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborate effectively with campus administrators and staff to enhance the learning environment while safeguarding sensitive data. Strategy's Expected Result/Impact: Devices are available for student use in the classroom. Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Innovation Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: 90% of all students' parents/guardians/family will participate in at least one school sponsored academic activity for/with their children

Evaluation Data Sources: Sign-In sheets
Parent Survey
Signed Parent Compact

Strategy 1 Details	Reviews			
Strategy 1: Hold annual Title I parent information night in the fall of 2025, including the distribution of Parent Engagement Policy and the School-Parent Compact. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct parent meetings to discuss transitions to each campus, higher education opportunities, financial aide, and the need for making informed curriculum choices as students register for high school. Strategy's Expected Result/Impact: Increased CCMR rates Increased graduation rates Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct outreach beyond the school day that engages families and the community: Summer Reading, Literacy Bus, Clothes Closet, Bobcat Blessings, etc. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Director of Federal/Special Programs HISD Parent Liaison	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Offer services for adult ESL classes at at least one HISD location, including access to materials and childcare to remove barriers. Strategy's Expected Result/Impact: Bilingual engagement Opportunities to better communicate with families Staff Responsible for Monitoring: Director of Federal/Special Programs	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Facilitate district parental engagement with the assistance of parent engagement liaison. Parent engagement liaison will oversee at least one engagement opportunity per marking period. Strategy's Expected Result/Impact: Increased social media presence Increased parent participation Staff Responsible for Monitoring: Director of Federal/Special Programs	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Provide quarterly HISD Parent, Family & Community newsletter highlighting district events and "happenings." Strategy's Expected Result/Impact: Increased parent knowledge and participation. Staff Responsible for Monitoring: Director of Federal/Special Programs HISD Parent Liaison	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Provide communication in a language parents understand. Strategy's Expected Result/Impact: Increased parent knowledge and participation. Staff Responsible for Monitoring: Director of Federal/Special Programs HISD Parent Liaison	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$2,145,107.00

Total FTEs Funded by SCE: 35.41

Brief Description of SCE Services and/or Programs

SCE Funds are allocated towards to following goals: Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement) Goal 3: HISD will strengthen our comprehensive programs related to safety, discipline and culture on all campuses, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture) Goal 5: HISD will foster and create safe, efficient and sustainable learning environments for all students and staff. (Facility and Infrastructure Improvements) Goal 6: HISD will develop innovative and sustainable infrastructure and network solutions that will serve the needs of our students and staff in a 21st Century learning environment. (Technology) Goal 7: HISD will strive to connect and engage with all community stakeholders and foster a culture of transparency and accessibility with all patrons. District Level allocations: \$92,408 At-Risk Student Services Coordinator Materials/Supplies to support district at-risk initiatives 2026 Summer Learning DMAC/ LPAC/Translations Personnel for 504 extra duty Campus/Program Allocations: East Elementary - \$343,931 Funds are used for 6.21 FTEs, including academic intervention, behavior intervention, and Pre-K Extra duty pay for 504 duties Supplies and materials to support At Risk students North Elementary - \$378,551 Funds are used for 6.96 FTEs, including academic intervention, behavior intervention, and Pre-K Extra duty pay for 504 duties Supplies and materials to support At Risk students West Elementary - \$355,526 Funds are used for 6.92 FTEs, including academic intervention, behavior intervention, and Pre-K Extra duty pay for 504 duties Supplies and materials to support At Risk students Intermediate - \$312,573 Funds are used for 3.96 FTEs, including academic intervention and behavior intervention- Extra duty pay for 504 duties Supplies and materials to support At Risk students Jr. High - \$268,262 Funds are used for 3.12 FTEs, including academic intervention Extra duty pay for 504 duties 8th Grade Initiative extra duty pay Supplies and materials to support At Risk students High School - \$89,868 Funds are used for 1.47 FTEs, including academic intervention and credit recovery Extra duty pay for 504 duties 9th and 10th Grade Initiative extra duty pay Supplies and materials to support At Risk students DAEP - \$300,487 Funds are used for 4.4 FTEs, including academic intervention, behavior intervention Extra duty pay for DAEP campus facilitators

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, Andie	West Behavior	0.48
Avedikian, Mindy	West RLA	1
Barrett, Doni	DAEP	1
Borrego, Jessica	West PK Teacher	0.5
Bradford, Trisha	East Aide	0.75
Brooks, Clayton	Jr. High Math	0.14
Carroll, Kim	West PK Aide	1
Carter, Travis	DAEP	1
Cook, Becky	Jr. High Math	1
Covington, Leigh	West Math	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dittmar, Mollie	Jr. High Math	0.14
Dutton, Brandi	DAEP	1
Easley, Debbie	North PK Aide	1
Farrell, Jenna	Jr. High Math	0.14
Fitzpatrick, LaShunda	North Behavior	0.48
Goolsby, Mike	DAEP	1
Hamilton, Alaina	East RLA	1
Harris, Madeleine	Intermediate Counselor	1
Harris, Sharmeca	Student Services	0.85
Hendrix, Kimberly	East RLA	1
Horne, Nicole	West PK Teacher	0.5
Hudgins, Tina	East Math	1
Huffman, Jennifer	West RLA Teacher	1
Johnson, Anna	Intermediate - Math	1
Jordan, Marlin	Jr. High Math	0.14
Kelley, Craig	Jr. High	0.14
Kernan, Amanda	HHS - EOC	0.35
Kuykendall, Brittany	North RLA	1
Lambert, Cody	HHS	1
Lee, Edwin	Intermediate Behavior	0.48
Lewis, Sabrenda	East Behavior	0.48
Lockhart, James	West Behavior	0.48
Madding, Macie	DAEP	1
McElmurry, Lisa	North PK	0.5
McMillian, Maggie	Jr. High Math	0.14
McNair, Christy	North Behavior	0.48
Mills, Jill	Jr. High Math	0.14
Mitchell, Danny	HHS	0.12
Monroe, Kyren	Intermediate Behavior	0.48
Moral, Monica	West PK Aide	1
Norris, Denise	West Instructional Para	0.48

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Nunnery, Brittani	North PK Aide	1
Peck, Jena	Intermediate RLA	1
Perry, Dierdre	East Behavior	0.48
Rawls, Neely	Jr. High Math	0.14
Russell, Stacey	Jr. High RLA	1
Sauceda, Alicia	North PK Teacher	0.5
Sorgee, Megan	North RLA	1
Staggs, Debra	North Math	1
Swan, janis	East PK Aide	1
Welch, Amy	East PK Teacher	0.5
Whatley, Chris	DAEP	0.4

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, Andie	Instructional Aide	West Elementary	.48
Beard, Kami	Teacher	HHS	.235
Benton, Susie	Teacher	Intermediate	1
Cartwright, Deanna	Teacher	North Elementary	1
Crowley, Nikki	Teacher	West Elementary	1
Davidson, Diana	Parent Liasion	District	1
Garner, Patricia	Teacher	HHS	.1175
Hall, Kathy	Teacher	Jr. High	1
Harris, B	Teacher	HHS	.1175
Henderson, Stephanie	K-8 Reading Specialist	District	1
Hickson, Jana	Instructional Aide	East Elementary	.75
Huffman, Dawndrea	Teacher	HHS	.235
Jones, Erin	Title I, Part A	TVAH	.7545
Miller, Austin	Teacher	Intermediate	.334
Odom, Sarah	Teacher	HHS	.1175
Paul, Jacquelyn	Teacher	HHS	1
Roberts, Jennifer	Teacher	HHS	.1175
Smelley, Kyra	Instructional Aide	North Elementary	1
Stringer, Kim	Teacher	Jr. High	1
Suggs, Cheryl	Teacher	East Elementary	1

Plan Notes

Final Draft form: June 1, 2025

Board Approved: September 22, 2025

DEIC Subcommittee

Committee Role	Name	Position
Campus Non-Teaching Professional	Stasha McKinney	TVAH Assistant Coordinator
Campus Non-Teaching Professional	Cari Bailey	North Assistant Principal
Campus Non-Teaching Professional	Tiffany Cargill	Intermediate Assistant Principal
Campus Non-Teaching Professional	Rakel Paul	East, Assistant Principal
Campus Non-Teaching Professional	Nicole Williams	Jr. High Dean of Instruction
Campus Non-Teaching Professional	Josh Stewart	West Assistant Principal
Campus Non-Teaching Professional	Amanda Clark	HHS Dean of Instruction
District Non-Teaching Professional	Amy Whittle	Director of Federal/Special Programs

District Education Improvement Committee

Committee Role	Name	Position
Business Representative	Casey Jesse	Business, Local Govt.
Business Representative	Kandi Horn	Business, CTE
Community Member	Jill Myers	Community, Outreach
Community Representative	Martha Dalby	Community Member
Parent	Lyndsey Lack	Parent - elementary
Parent	Lauren Bresch	Parent - Secondary, Special Programs
Business Representative, Post Secondary	Jennifer Gillaspie	East Texas Baptist University
Classroom Teacher	Hannah Price	West
Classroom Teacher	McKinley Perkins	West
Classroom Teacher	Julie Turner	West
Classroom Teacher	Becky Hendrix	West
Classroom Teacher	Abby Chain	North
Classroom Teacher	Maegan Dockery	North
Classroom Teacher	Elisabeth Mobley	North
Classroom Teacher	Joyce Malone	North
Classroom Teacher	Emily Brown	North
Classroom Teacher	Mindy Baker	East
Classroom Teacher	Brandi Duncan	East
Classroom Teacher	Tasha Martin	East
Classroom Teacher	Becky Meitzen	East
Classroom Teacher	Amber Cobble	East
Classroom Teacher	Shay Hicks	Intermediate
Classroom Teacher	Alisha Vidaurri	Intermediate
Classroom Teacher	Kayla Fuller	Jr. High
Classroom Teacher	Stacey Russell	Jr. High
Classroom Teacher	Mallory Hammons	HHS
Classroom Teacher	Shalem Carr	HHS

Committee Role	Name	Position
Classroom Teacher	Austin Whitehead	HHS
Classroom Teacher	Chanel Washington	HHS
Classroom Teacher	Doni Barrett	DAEP
Classroom Teacher	Kaylyn Batalla	TVAH
Classroom Teacher	Colleen Scott	TVAH
Classroom Teacher	Hayley Wallace	TVAH
Classroom Teacher	Jolie Gilley	TVAH
Classroom Teacher	Kelly Smallwood	TVAH
Classroom Teacher	Hannah Miller	TVAH
Classroom Teacher	Alaric Coleman	TVAH
Classroom Teacher	Julie Bennett	TVAH
Classroom Teacher	Hailey Oney	TVAH
Classroom Teacher	Stephen Henry	TVAH
Classroom Teacher	Michelle Thompson	Teacher, SpEd
Classroom Teacher	Martha Ruff	Teacher, ESL
Campus Non-Teaching Professional	Vanielle Williams	West AP
Campus Non-Teaching Professional	Tracy Conway	North Assistant Principal
Campus Non-Teaching Professional	Christi Tatman	East Assistant Principal
Campus Non-Teaching Professional	Tiffany Cargill	Intermediate Assistant Principal
Campus Non-Teaching Professional	Hollie Strickland	Jr. High Dean of Instruction
Campus Non-Teaching Professional	Kelly Graff	High School Dean of Instruction
Campus Non-Teaching Professional	Shar Harris	DAEP/Special Service Coordinator
Campus Non-Teaching Professional	Stasha McKinney	TVAH
District Non-Teaching Professional	Amy Whittle	Chair, ESSA, Special/Federal Programs
District Non-Teaching Professional	Chris Miller	Director of Safety, Title IV
District Non-Teaching Professional	Emily Lansdale	LPC, Title IV
District Non-Teaching Professional	Shauna Hittle	Assistant Superintendent

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

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Federal/Special Programs	7/20/2023	Amy Whittle	9/19/2024
Child Abuse and Neglect	Director of Federal/Special Programs	11/19/2023	Amy Whittle	9/19/2024
Decision-Making and Planning Policy Evaluation	Superintendent	5/31/2023	Amy Whittle	9/19/2024
Disciplinary Alternative Education Program (DAEP)	Student Services Coordinator	11/19/2023	Amy Whittle	9/19/2024
Dropout Prevention	Campus Principals	11/19/2023	Amy Whittle	9/19/2024
Coordinated Health Program	Director of Federal/Special Programs	9/9/2017	Amy Whittle	9/19/2024
Dyslexia Treatment Program	District Dyslexia Coordinator	11/19/2023	Amy Whittle	9/19/2024
Title I, Part C Migrant	Director of Federal/Special Programs	7/31/2025	Amy Whittle	9/19/2024
Pregnancy Related Services	Director of Federal and Special Programs	9/20/2024	Amy Whittle	9/26/2024
Post-Secondary Preparedness	K. Graff	2/17/2025	Amy Whittle	9/20/2024
Recruiting Teachers and Paraprofessionals	ASST. SUPERINTENDENT ACADEMIC LEADERSHIP and Director of Human Resources	6/2/2025	Amy Whittle	9/20/2024
Student Welfare: Crisis Intervention Programs and Training	Director of Federal & Special Programs and Director of Safety	11/19/2023	Amy Whittle	9/20/2024
Student Welfare: Discipline/Conflict/Violence Management	Director of Federal & Special Programs and Director of Safety	11/19/2023	Amy Whittle	9/20/2024
Texas Behavior Support Initiative (TBSI)	Asst. Superintendent of Academic Leadership, District Behavior Coordinator	7/31/2024	Amy Whittle	9/26/2024

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

Addendums



Appendix- Title I, Part A

2025-2026

Title I, Part A	
LEA Plan Requirement	Description of Requirement
Timely and Meaningful Consultation	<p>Hallsville ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found in the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2025-2026 school year, District Committee meetings are scheduled for the following dates: 9/22/25, 2/3/26, 3/30/26 and 5/4/26. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments and a summative assessment. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA). The committee will utilize CNA results to create the 2026-2027 District Improvement Plan.</p>
Coordination	<p>Hallsville ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.</p> <ul style="list-style-type: none">• Title I, Part C• Title II, Part A• Title III, Part A• Title IV, Part A• Individuals with Disabilities Act (IDEA)• Rehabilitation Act of 1973• Carl D. Perkins Career and Technical Education Act of 2006• Head Start Act• McKinney-Vento Homeless Assistance Act• SCE <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the</p>

	needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.
Challenging State Academic Standards	Hallsville ISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of targeted, small-group intervention instruction, after-school tutorials with TEKS-aligned materials, and paraprofessionals who work with small groups of students.
Periodic Review and Revisions	Hallsville ISD will review and, as necessary, revise the DIP. We have formative evaluations scheduled for October and January and a summative evaluation scheduled for May to evaluate the effectiveness of the plan.
Required Descriptions:	
Description #1: Student Progress Monitoring Supports How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]— <ol style="list-style-type: none"> 1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2. Identifying students who may be at risk for academic failure; 3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. 	<p>Hallsville ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students.</p> <p>Each campus has a committee that meets a minimum of each nine weeks to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and benchmarks. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal.</p> <p>The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKS-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students four days a week. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year.</p>

	Hallsville ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing additional counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.
Description #2: Teacher Quality How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers	Annually, during the spring and summer of each year, Hallsville ISD holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made when inequity is found.
Description #3: School Improvement and Support Activities How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2) if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Targeted Support	Not applicable
Description #4: Measure of Poverty Include the poverty criteria that will be used to select school attendance areas under Section 1113	Hallsville ISD uses a composite of National School Lunch Program (NSLP), Medicaid, and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.
Description #5: Nature of Programs Include the nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in	All of HISD's campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and

community day school programs	additional staff to support classroom instruction.
<p>Description #6: Services to Homeless Children and Youth</p> <p>Describe the services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act</p>	<p>Hallsville ISD currently serves approximately 405 homeless children and youth.</p> <ol style="list-style-type: none"> 1. Enrollment: The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork. 2. Attendance: The Homeless Liaison assists with placement, enrollment, and application to the National School Lunch Program. The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for necessities and transportation of homeless children and youth. 3. Success: The District provides services to support homeless children and you with school success by having the Homeless Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.
<p>Description #7: Parent and Family Engagement Strategy</p> <p>Include the strategies the LEA will use to implement effective parent and family engagement under Section 1116</p>	<p>Hallsville ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this link to view our District Written PFE Policy for the 2025-2026 school year. It outlines our PFE program and the specific strategies employed to engage parents.</p>
<p>Description #8: Early Childhood Education Programs and Transition Plans</p> <p>If applicable, describe how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education</p>	<p>Our preschool classes are located on our Elementary campuses. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The elementary campuses also host a parent meeting focusing on Kindergarten Transition. The pre-k classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The pre-k</p>

<p>programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs</p>	<p>program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten.</p> <p>Pre-k students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-k programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.</p>
<p>Description #9: Identification of Eligible Children Include how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A</p>	<p>Not applicable</p>
<p>Description #10: Middle to High School/ High School to Postsecondary Transitions Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)] 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills</p>	<p>Hallsville ISD implements strategies to facilitate effective transitions for students. Transition activities are planned for the following:</p> <ul style="list-style-type: none"> • Elementary to Intermediate (4th to 5th) • Intermediate to Jr. High (6th to 7th) • Jr. High to High School (8th to 9th) • High School to Post Secondary <p>Activities include, but are not limited to:</p> <ul style="list-style-type: none"> • informational night for parents • career pathway day to explore available options in high school • career counselor to explore career options and complete interest surveys to assist students in determining their career interests • meet with core teachers to ease the transition • Campus tours • Dual credit opportunities
<p>Description #11: Discipline Disproportionality Include how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with</p>	<p>Hallsville ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, Hallsville ISD has instituted trauma-informed practices and Positive Behavioral Intervention and Supports (PBIS) to consistently prevent and address</p>

<p>high rates of discipline, disaggregated by each of the subgroups of students</p>	<p>behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.</p>
<p>Description #12: Coordination and Integration If applicable, include how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]</p> <ol style="list-style-type: none"> 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. Work-based learning opportunities provide students with in-depth interaction with industry professionals, if appropriate. 	<p>Hallsville ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. It provides students with grade-appropriate experiences throughout each school year. Our PK-6 students focus on industry and career awareness through such activities as career days and college visits. Jr. High students explore industries and careers through Interest Inventories, Career Exploration classes, and CTE pathway previews. High School students prepare for and participate in the workforce through job shadowing opportunities with business partners, Industry mentors, and internship opportunities.</p> <p>The district annually evaluates local workforce data to identify trends relating to in-demand, high-wage careers.</p>
<p>Description #13: Other Proposed Uses of Funds Include any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]</p> <ol style="list-style-type: none"> 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. 	<p>Although the district does not utilize Title I funding for the G/T program, the district does have an established program described below. The district does utilize funding to help students develop digital literacy skills.</p> <ol style="list-style-type: none"> 1. Hallsville ISD has an established G/T referral process within the district. Referral testing is available for grades K-11. As part of the regular instructional program and teaching/learning cycle, teachers identify students who have met the standard and provide them with related extension opportunities. K-8 G/T identified students receive instruction through a pull-out program throughout the school year. 2. School libraries are developed and updated annually by purchasing novels and other reading material, both print and digital. The Education Technology Director coaches classroom teachers in the effective use of technology tools and technology strategies that students use for learning, productivity, research, and problem-solving.



Appendix- Title II, Part A

2025-2026

Title II, Part A	
Title II Requirement	Description of Requirement
REAP/Transferability	Hallsville I.S.D. did reap or transfer Title II, Part A funding. For the 2025-2026 school year, 23% was transferred to Title I, Part A.
Alignment of Activities to the Challenging State Academic Standards	Hallsville ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the Comprehensive Needs Assessment and ensures that all required stakeholders assist in the creation of the DIP with regard to the needs relevant to Title II, Part A. Expenditures are planned after analyzing student performance on the State academic standards and their progress is monitored throughout the year. These pieces of data along with meaningful input from stakeholders drive the plans for Title II expenditures. Multiple sources of data show the need for training teachers to help students master the ELAR TEKS, specifically the writing TEKS in grades k-12; systematic small group ELAR grades k-4, and mathematics grades k-6. Each expenditure is evaluated formatively, twice a year (October and January), and summatively (May), for effectiveness and is revised as needed based on student progress and need.
Meaningful Consultation	<p>Hallsville ISD District Committee includes all of the required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found in the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2025-2026 school year, District Committee/Title II, Part A meetings are scheduled for three dates. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments and a summative assessment.</p> <p>For the 2023-2024 school year, District Committee meetings are scheduled as follows: Full Committee: September 22, 2025; February 3, 2026; March 30, 2026, and May 4, 2026 Subcommittee: September 23, 2025; February 3, 2026; March 31, 2026</p> <p>The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA). The committee will utilize CNA results to create the 2026-2027 District Improvement Plan in April and May.</p>

	Professional development effectiveness surveys will be completed by all staff members upon completion of a workshop throughout the year. This information along with staff professional development needs surveys will be taken into account as the committee meets as well. Student performance on the State academic standards (monitored throughout the year) and T-TESS evaluation will also be used in determining Title II program needs.
Coordination	<p>Hallsville ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.)</p> <ul style="list-style-type: none"> • Title I, Part C • Title II, Part A • Title III, Part A • Title IV, Part A • Individuals with Disabilities Act (IDEA) • Rehabilitation Act of 1973 • Carl D. Perkins Career and Technical Education Act of 2006 • Head Start Act • McKinney-Vento Homeless Assistance Act • SCE <p>Program coordination with community partners, such as the DSHS, also takes place routinely.</p> <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Title II Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.</p>
Prioritization of Funds	Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's school improvement status and percentage of low-income students. The district maintains a spreadsheet locally with that information as well as the expenditures allocated to each campus to show the alignment of prioritization and campus need, as established by school improvement status and low-income percentage .
System of Professional Growth and Improvement	Hallsville ISD has a district-wide system of Professional Growth and Improvement, including a new teacher academy and mentorship program.
Private Nonprofit School Participation	Hallsville I.S.D. boundaries do not contain a Private Nonprofit School.
Evidence-Based Activities	District did not choose to utilize Title II, Part A funding in the Evidence-Based Activities Area of Focus.



Appendix- Title IV, Part A 2025-2026

Title IV, Part A	
Title IV Requirement	Description of Requirement
REAP/Transfer ability	Hallsville ISD did not use REAP for Title IV, Part A funds.
Description of Funded Programs and Activities	<p>Hallsville ISD funds the following programs and activities to support well-rounded education in the following manner:</p> <ul style="list-style-type: none">● Region 7 Service Center Co-Op for CTE● Summer activities that align to STEAM goals● Summer literacy activities● After school activities that align to STEAM goals <p>Hallsville ISD funds the following programs and activities to support safe and healthy students in the following manner:</p> <ul style="list-style-type: none">● Personnel to support mental and behavioral goals● Region 7 Service Center Co-Op for Safety & Security● Software to support mental and behavioral goals● Supplies to support mental and behavioral goals <p>Hallsville ISD funds the following programs and activities to support the effective use of technology in the following manner:</p> <ul style="list-style-type: none">● Software to support the full implementation of technology skills
Program Objectives and Measurable	Below are the Program OMOs and Measurable Outcomes selected for the 2025-2026 school year for the Title IV, Part A program (as reported to TEA in the fall submission).

Outcomes and Evaluation of Program Effectiveness	Program Objective	Intended Outcome	Content Area
	OMO #1: Hallsville ISD will reduce repeat placements in the HISD Disciplinary Education Alternative Placement by 5%, with the support of the HISD Licensed Professional Counselor.	Hallsville ISD repeat placements in DAEP will decrease by 5% as reported on discipline data.	Safe and Healthy Students ▾
	OMO #2: Hallsville ISD will increase the summer enrichment learning opportunities for the summer of 2026.	Hallsville ISD will offer 8 summer enrichment learning opportunities by August 2026.	Well-Rounded Education ▾
<p>Hallsville ISD will evaluate the progress of these program objectives and intended outcomes three times a year (October, January, and May) with the required stakeholder committee. These evaluations will be based on data specified within the OMO's to determine the percentage of progress made on each objective and measurable outcome. Based on the findings of the stakeholder committee, the district will report on progress status to TEA by documenting no progress, some progress, or substantial progress. Modifications to the activities will be made if the stakeholder committee and district determines they are necessary at the time of each evaluation. The district will maintain relevant sign-in sheets, meeting agendas, and minutes/notes for all meetings pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs.</p> <p>At the end of the 24-25 school year, the stakeholder committee met and utilized discipline data to gauge repeat DAEP attendees for 24-25 as compared to 24-25. After reviewing the data, the committee determined that the district met the progress measure set for OMO #1.</p> <p>OMO #2 exceeded progress in 2024-25. Summer Reading continued and HISD was able to offer six "Summer Camps" that aligned to STEAM goals. Camps were offered to students in grades 2-6 for three one-week sessions.</p>			
Meaningful Consultation	<p>Hallsville ISD District Committee includes all of the required stakeholder members for Title IV, Part A. A list of committee members and their respective roles can be found in this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments and a summative assessment. The committee will consult with stakeholders to improve the activities it conducts and also to coordinate implementation with other related activities conducted in the community, as available. The stakeholder committee will also review and determine progress toward the selected program objectives and measurable outcomes for the 2025-2026 school year. The committee will also be utilized to assist in the completion of the District Comprehensive Needs</p>		

	Assessment (CNA). The committee will utilize CNA results to create the 2026-2027 District Improvement Plan. The DIP containing the LEA Program Plan will outline a description of activities funded by Title IV, Part A in the three content areas (well-rounded education, safe and healthy students, and the effective use of technology) as well as the objectives and measurable outcomes determined through consultation with the stakeholder committee. The district will maintain relevant sign-in sheets, meeting agendas, and minutes/notes for all meetings pertaining to the evaluation of effectiveness and improvement in Title IV, Part A-funded activities and/or programs.
Prioritization of Funds	Prior to planning Title IV, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's needs, percentages of low-income students, school improvement status, and persistently dangerous status. Hallsville ISD has determined that no one campus is of greater need than the others and will serve all campuses with these funds.

ID&R Action Plan ESC 7

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1 and March 30 for ID&R training or as determined by TEA. TX-NGS training to be determined
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migratory Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Actively and safely recruit OSYs. Complete COEs as needed. Currently Eligible Migratory Children: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> TX-NGS Data Specialist is to enter data from each child's COE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	Staff: Designated SEA Reviewers TX-NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>			
III. MAPS AND INTRAREGIONAL NETWORKING			
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.		Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.		Staff: MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. <u>Other</u>			
IV. INTERAGENCY COORDINATION			
A. <u>Network with agencies that serve migrant families.</u> 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 COE.		Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. <u>Other</u>			
V. QUALITY CONTROL			
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.		Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.		Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.		Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.		Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.		Staff: ESC, MEP staff	January – June
F. <u>Other</u>			
VI. EVALUATION			
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		INDIVIDUALS RESPONSIBLE	TIMELINE
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.		Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. <u>Other</u>			



Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p><u>OR</u></p> <ul style="list-style-type: none"> Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Students whose data in TX-NGS shows <i>No Other Preschool Support</i>.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
07	102904		Amy Whittle
District Name:		School Year	Date:
Hallsville ISD		2025-2026	8/1/2025

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Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	<u>Amy Whittle</u>	ESC Reviewer Signature	
Date	8/1/2025	Date Review Complete	

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
07	102904	Hallsville ISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
<u>100% of eligible migratory, Priority for Service Students will be entered into the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.</u>	<u>To ensure 100% of the PFS students are prepared to transition to the next grade level through support offered at the campus level.</u>

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School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
07	102904	Hallsville ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ Monthly , run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services.	<u>Before the end of each month, August 2025-July 2026</u>	<u>TxNGS Specialist</u>	<u>PFS tracking report</u>
▪ Before the first day of school , develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	<u>Before 1st Day of School</u>	<u>MEP contact</u>	<u>PFS report</u>
Additional Activities			
*_			

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
07	102904	Hallsville ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
▪ During the academic calendar , the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
▪ During the academic calendar , the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Upon enrollment/ PFS qualification	district staff	emails, posts, flyers, parent meeting sign- ins, report cards, state assessment letters
▪ During the academic calendar , the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	ongoing	MEP Staff	calendars, meeting notes
Additional Activities			
*—			

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
07	102904	Hallsville ISD

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PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
▪ The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities.	<u>ongoing as student enrolls in school</u>	<u>MEP staff</u>	<u>Bright Beginning documentation, class rosters</u>
▪ The district's Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	<u>ongoing</u>	<u>MEP staff</u>	<u>PFS student review forms, attendance reports, appointment documentation</u>
▪ The district's Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	<u>ongoing</u>	<u>MEP staff</u>	<u>PFS student review forms</u>
Additional Activities			
*_			

Homeless children and youths are automatically eligible for services under Title I, Part A of the ESEA, whether or not they live in a Title I school attendance area or meet the academic standards required of other children for eligibility. [ESEA section 1115(c)(2)(E)]. For example, homeless children and youths may receive Title I educational or support services from schoolwide and targeted assistance school programs.

Under section 1113(c)(3)(A) of the ESEA, an LEA must reserve sufficient Title I funds to provide services to homeless students who attend non-Title I schools that are comparable to those provided to students in Title I schools. These services may include providing educationally related support services to children in shelters and other locations where homeless children live. Services should be provided to assist homeless students to effectively take advantage of educational opportunities. In addition to serving homeless children and youths who attend non-Title I schools, the homeless set-aside may be used to provide services to homeless students in Title I schools that are not ordinarily provided to other Title I students.

Title I, Part A funds may be used to provide a wide variety of services to homeless students. In addition to providing services to assist homeless students in meeting the State's challenging academic standards, Title I, Part A funds may be used to provide services to homeless children and youths, including those in Title I schools, that may not ordinarily be provided to other Title I students. [ESEA section 1113(c)(3)(C)(ii)]. For example, to help homeless students effectively take advantage of educational opportunities, an LEA may use Title I, Part A funds to provide, where appropriate, items or services including, but not limited to—

- 6100 • Salary for LEA's Homeless liaison
- 6200 • Medical and dental services;
- 6200 • Birth certificates necessary to enroll in school;
- 6200 • Eyeglasses and hearing aids;
- 6200 • Immunizations;
- 6200 • Counseling services to address anxiety related to homelessness that is impeding learning;
- 6200 • Outreach services to students living in shelters, motels, and other temporary residences;
- 6200 • Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;
- 6200 • Tutoring services, especially in shelters or other locations where homeless students live;
- 6200 • Student fees that are necessary to participate in the general education program;
- 6300 • Items of clothing, particularly if necessary to meet a school's dress or uniform requirement;
- 6300 • Clothing and shoes necessary to participate in physical education classes;
- 6300 • Personal school supplies such as backpacks and notebooks;
- 6400 • Food;
- 6400 • Fees for AP and IB testing;
- 6400 • Fees for college entrance exams such as SAT or ACT; and
- 6400 • GED testing for school-age students.
- 6400 • Parental involvement specifically oriented to reaching out to parents of homeless students;

Two principles govern the use of Title I, Part A funds to provide such services to homeless students. First, the services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities. [ESEA section 1113(c)(3)(A); 2 CFR § 200.403(a)]. Second, Title I, Part A funds must be used only as a last resort when funds or services are not available from other public or private sources, such as the USDA's National School Lunch Program and Breakfast Program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally. [See ESEA section 1115(e)(2)].

The worksheets on the following tabs are provided for LEAs to use as part of their needs assessment to assist in determining an appropriate amount of Title I, Part A funds to reserve at the LEA level for services to homeless students.

Resources:

[Education for Homeless Children and Youths Program Non-Regulatory Guidance](#)

[Texas Education for Homeless Children and Youth \(TEHCY\) Website](#)

[Title I, Part A Use of Funds Guidance Document](#)

[Title I, Part A Program Guide](#)

[Title I, Part A Frequently Asked Questions](#)

LEA Needs Assessment Data

LEA Name & County-District Number: Hallsville ISD (102904)

Data Category		Prior Year	Immediate Prior Year	Current Year	Goal for Next Year	Observations/Needs
Student Achievement Data: STAAR		2022-2023	2023-2024	2024-2025	2025-2026	Student Achievement
Reading/ELA	All Students	66%	61%	56%	69%	Needs: Systematic reviews of student learning Tutorials, 1:1 support Mentors
	Students Experiencing Homelessness	54%	53%	43%	48%	
Math	All Students	49%	42%	37%	53%	
	Students Experiencing Homelessness	34%	28%	15%	20%	
Science	All Students	59%	65%	65%	72%	
	Students Experiencing Homelessness	30%	50%	48%	53%	
Chronic Absenteeism (excluding TVAHH)		2022-2023	2023-2024	2024-2025	2025-2026	Chronic Absenteeism
All Students		94.5	94.4	94.6	94.8	
Students Experiencing Homelessness		87.1	86.4	87.7	88	
Adjusted Cohort Graduation Rate		2022-2023	2023-2024	2024-2025	2025-2026	Adjusted Cohort Graduation Rate
All Students		97.4	97.3			
Students Experiencing Homelessness		90.5	93.3			

LEA Title I, Part A Reservation for Services to Students Experiencing Homelessness

LEA Name & County-
District Number: Hallsville ISD (102904)

Estimated # of Homeless Students: **282** Estimated Per Pupil Reserved: \$ **30.53**

Recommended* Class/Object Code	Activity/Strategy	Estimated Amount	Other Fund Sources the LEA has researched to meet the needs of Students experiencing homelessness
6100	• Salary for LEA's Homeless liaison	\$ -	N/A
	• Other Salary - define and justify:	\$ 500.00	tutorials outside the school day
	Homeless Reservation subtotal for 6100	\$ 500.00	
6200	• Medical and dental services;	\$ 300.00	
	• Birth certificates necessary to enroll in school;	\$ 40.00	Reserving for 4 possible.
	• Eyeglasses and hearing aids;	\$ -	Provided by Lion's Club
	• Immunizations;	\$ 50.00	
	• Counseling services to address anxiety related to homelessness that is impeding learning;		We have 1 district LPC and an agreement with TCHAT
	• Outreach services to students living in shelters, motels, and other temporary residences;	\$ 120.00	Providing resource packets
	• Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;	\$ -	This is provided by a different funding source to all students.
	• Tutoring services, especially in shelters or other locations where homeless students live;	\$ 500.00	Reserving for transportation
	• Student fees that are necessary to participate in the general education program;	\$ 1,000.00	
	• Other 6200 - define and justify:	\$ -	
	Homeless Reservation subtotal for 6200	\$ 2,010.00	
6300	• Items of clothing, particularly if necessary to meet a school's dress or uniform requirement;	\$ 2,000.00	DAEP "uniform" requirements, basic items of clothing for school use
	• Clothing and shoes necessary to participate in physical education classes;	\$ 2,000.00	Sneakers
	• Personal school supplies such as backpacks and notebooks;	\$ 1,000.00	backpacks, basic supplies
	• Other 6300 - define and justify:	\$ 500.00	blow up mattresses, blankets
	Homeless Reservation subtotal for 6300	\$ 5,500.00	
6400	• Food;	\$ 500.00	Free breakfast & lunch will be provided. We also do a nutritional "backpack" program for the weekend. This would be emergency food.
	• Fees for AP and IB testing;		We use a different funding source for all students
	• Fees for college entrance exams such as SAT or ACT; and	\$ -	We use a different funding source for all students
	• GED testing for school-age students.	\$ 100.00	
	• Parental involvement specifically oriented to reaching out to parents of homeless students;	\$ -	We have a PFE Coordinator employed
	• Other 6400 - define and justify:	\$ -	
	Homeless Reservation subtotal for 6400	\$ 600.00	
Total Amount Reserved for Title I, Part A Services to Students Experiencing Homelessness:		\$ 8,610.00	