

Hallsville Independent School District

Texas Virtual Academy Hallsville

2025-2026 Improvement Plan

Accountability Rating: B



Mission Statement

To strengthen our Bobcat community by providing individualized learning and personalized support to inspire curiosity, cultivate growth, and enable future-ready leaders.

Vision

Education for EVERY ONE!

Value Statement

Values:

Trust: Build confidence in the foundation of our partnership through honesty and consistency in every action and decision.

Respect: Treat others with kindness by valuing the unique strengths, perspectives, and experiences of every individual.

Integrity: Uphold commitments and be accountable to self and others.

Empathy: Honor and value the feelings and perspectives of others, while listening with compassion, responding with care, and creating a supportive environment.

Community: Foster connection, belonging, and mutual support - where every member feels valued and empowered to advocate for self and others.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

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 13, 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 4,277 residents, according to the 2020 census. However, the school district covers approximately 188 square miles and has more than 18,000 residents.

The school district serves around 5,500 brick-and-mortar students in grades pre-K through 12.

Additionally, HISD currently serves approximately 22,683 (as of 11/6/2025) through the Texas Virtual Academy at Hallsville.

The cap for the 2025-2026 school year is 23,500. In addition to our standard enrollment, we also have DAEP with a cap of 100.

Texas Virtual Academy at Hallsville (TVAH), created by a partnership with Hallsville ISD and Stride, K12 Inc., is a “public school at home” available to students across Texas in grades three through 12.

The HISD Board of Trustees approved this partnership with Stride, K12 Inc. on June 16, 2018 and the Texas Virtual Academy at Hallsville began its first school year on August 27, 2018. Recognizing that each student has unique circumstances, TVAH allows alternatives for students who need advanced learning, a bullying-free environment, or the ability to balance their education with extracurricular pursuits or medical needs.

The HISD TVAH administrative offices are located at 311 Willow Street in Hallsville and the TVAH K12 Shared Services are located at 521 S. Loop 288, Suite 125, Denton, TX 76205.

Demographic Data for Texas Virtual Academy of Hallsville (TVAH)

Year	SPED	EB	CTE	ECO Dis	GT	Dyslexia	Section 504	Homeless
2024-2025	19.48	11.79	94.09	55.38	1.84	8.01	13.22	1.3
2023-2024	19.45	12.36	80.0	55.7	2.32	7.96	14.08	1.44
2022-2023	17.34	8.83	80.11	56.78	2.41	6.97	9.11	
2021-2022	16.75	8.55	46.09	57.70	2.59	6.4	8.98	
2020-2021	16.07	5.61	No Data	48.47	2.96	5.52	8.09	
2019-2020	15.13	3.63	31.18	30.70	1.12	4.22	6.2	
2018-2019	11.76	2.75	23.19	35.98	.05	3.54	4.42	

Year	Hispanic	White	Asian	Amer. Indian	Native Hawaiian	Two or More	African American
2024-2025	48.68	29.02	1.44	0.42	0.21	4.19	16.07
2023-2024	47.40	30.19	1.43	0.49	0.14	4.02	16.33
2022-2023	46.49	28.87	1.63	0.56	0.17	3.9	18.4
2021-2022	48.01	28.15	1.83	0.49	0.13	4.4	16.99
2020-2021	38.36	38.14	1.28	0.49	0.11	4.82	16.79
2019-2020	36.32	40.78	1.55	0.52	0.28	4.03	16.51
2018-2019	38.46	39.75	1.51	0.34	0.09	5.5	14.35

Demographics Strengths

As a campus, TVAH's strengths include our intervention and targeted learning support processes and our focus on improving translation services.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Communication between the campus, our learning coaches and our students, specifically with our Emergent Bilingual population needs improvement.

Root Cause: Our Emergent Bilingual population is one of the largest-growing populations at TVAH.

Student Learning

Student Learning Summary

TVAH uses DMAC to proctor district interims, IXL and STAAR/EOC for assessment data.

Texas Virtual Academy had the following scores on STAAR/EOC exams for the 24-25 school year.

Our primary focus areas for professional development were math and reading. Reduced achievement was observed.

Academic Achievement														
	Reading/ELA							Math						
Sub Population	95%	Tested	Mts/Mast	% Mts or Mast	Target	Met	Diff	95%	Tested	Mts/Mast	% Mts or Mast	Target	Met	Diff
All	14009	13418	4626	33%	44%	No	-11%	9278	9084	463	5%	38%	No	-33%
African American	2625	2452	504	19%	32%	No	-13%	1736	1676	63	4%	26%	No	-22%
Hispanic	7025	6759	1720	24%	36%	No	-12%	4650	4562	221	5%	35%	No	-30%
White	7847	7496	1996	25%	62%	No	-37%	4516	4386	214	5%	48%	No	-43%
American Indian	258	245	78	30%	43%	No	-13%	136	133	8	6%	37%	No	-31%
Asian	204	201	104	51%	74%	No	-23%	122	122	31	25%	72%	No	-47%
Pacific Islander	81	77	24	30%	45%	No	-15%	39	39	4	10%	41%	No	-31%
Two or More Races	704	672	213	30%	58%	No	-28%	462	441	21	5%	44%	No	-39%
ECO DIS	8576	8194	1982	23%	33%	No	-10%	5838	5684	227	4%	32%	No	-28%
SPED (Yes)	3479	3356	391	11%	13%	No	-2%	2310	2267	101	4%	15%	No	-11%
SPED (Former)	0	0	0	n/a	30%	-	-	0	0	0	n/a	33%	-	-
EB (Yes+Monitored)	2378	2284	417	18%	20%	No	-2%	1500	1484	62	4%	31%	No	-27%
Highly Mobile(MKV,Fost,Mi)	197	162	36	18%	32%	No	-14%	137	119	5	4%	31%	No	-27%
High Focus	10657	10168	2277	21%	32%	No	-11%	7148	6968	285	4%	31%	No	-27%

BY GRADE LEVEL/GRADE BAND FOR PMO											
Total Tests	Appr+	Meets+	Masters	Appr %	Meet %	Master %	STAAR Prelim 2025 D1 RAW SCORE	Prelim 2025 D1 SCALE SCORE	STAA R FINAL D1 Scale	Diff	Gr Level
290	110	41	9	38%	14%	3%	19	69	70	-1%	03
444	152	50	7	34%	11%	2%	16	62	67	-8%	04
1152	352	138	27	31%	12%	2%	16	62	65	-5%	05
1454	697	281	69	48%	19%	5%	25	75	72	4%	06
2585	1018	402	96	39%	16%	4%	20	70	74	-6%	07
7142	2545	842	182	36%	12%	3%	18	67	70	-4%	08
4520	1662	195	64	37%	4%	1%	14	59	69	-16%	A1
4444	2021	1052	126	45%	24%	3%	25	75	80	-6%	E1
4513	2428	1333	53	54%	30%	1%	29	79	83	-5%	E2
3581	2947	977	123	82%	27%	3%	38	88	88	0%	E3
3847	3319	1563	533	86%	41%	14%	49	92	92	0%	US
1886	614	229	43	33%	12%	2%	16	62	65	-5%	3-5
11334	4381	1609	367	39%	14%	3%	19	69	71	-3%	6-8
20743	12256	5036	879	59%	24%	4%	30	80	83	-4%	9-12

Gr Level	TOT	DNM	Appr+	Mts+	Mst	TOT	DNM	Appr+	Mts+	Mst	TOT	DNM	Appr+	Mts+	Mst	TOT	DNM	Appr+	Mts+	Mst
03	145	70	75	28	6	145	110	35	13	3	0	0	0	0	0	0	0	0	0	0
04	221	108	113	38	2	223	184	39	12	5	0	0	0	0	0	0	0	0	0	0
05	384	186	198	91	17	384	305	79	25	7	384	309	75	22	3	0	0	0	0	0
06	727	309	418	231	62	727	448	279	50	7	0	0	0	0	0	0	0	0	0	0
07	1285	562	723	317	88	1300	1005	295	85	8	0	0	0	0	0	0	0	0	0	0
08	1699	663	1036	441	121	1765	1360	405	83	14	1838	1135	703	220	26	1840	1439	401	98	21
A1	0	0	0	0	0	4520	2858	1662	195	64	0	0	0	0	0	0	0	0	0	0
E1	4444	2423	2021	1052	126	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E2	4513	2085	2428	1333	53	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BI	0	0	0	0	0	0	0	0	0	0	3581	634	2947	977	123	0	0	0	0	0
US	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3847	528	3319	1563	533
Totals	13418	6406	7012	3531	475	9064	6270	2794	463	108	5803	2878	3725	1219	152	5687	1967	3720	1661	554

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	
3rd Math	28%	31%	45%	21%	26%	5	6%	13%	10%	5%	10%	5	3%	3%	2%	2%	2%	0
3rd Rdg	49%	52%	53%	42%	54%	12	20%	27%	19%	16%	21%	5	6%	18%	4%	5%	4%	-1
4th Math	25%	18%	19%	17%	16%	-1	8%	7%	5%	4%	5%	1	5%	4%	1%	0.60%	2%	1.4
4th Rdg	41%	48%	50%	54%	53%	-1	17%	21%	14%	17%	16%	-1	8%	10%	4%	4%	1%	-3
5th Math	26%	24%	32%	21%	21%	0	8%	6%	10%	7%	6%	-1	3%	2%	2%	0.50%	2%	1.5
5th Rdg	49%	54%	53%	52%	50%	-2	24%	26%	19%	24%	23%	-1	11%	13%	6%	7%	5%	-2

TVAH STAAR Performance Data																		
5th Sci	25%	25%	23%	18%	20%	2	7%	9%	6%	3%	4.5%	1.5	1%	3%	1%	1%	.5%	-.5
6th Math	46%	46%	45%	33%	39%	6	12%	12%	8%	6%	6%	0	1%	3%	2%	1%	1%	0
6th Rdg	45%	58%	53%	53%	57%	4	16%	26%	22%	26%	31%	5	7%	11%	6%	5%	8%	3
7th Math	34%	32%	40%	24%	23%	-1	7%	8%	13%	8%	7%	-1	2%	1%	2%	1%	1%	0
7th Rdg	62%	71%	66%	54%	57%	3	32%	41%	33%	28%	25%	-3	14%	22%	10%	10%	7%	-3
8th Math	30%	32%	49%	30%	23%	-7	9%	6%	9%	5%	5%	0	1%	1%	1%	0.5%	1%	.5
8th 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
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	-	-

Passing rate 2025

3rd grade 96%

4th grade 95%

5th grade 92%

6th grade 94%

7th grade 92%

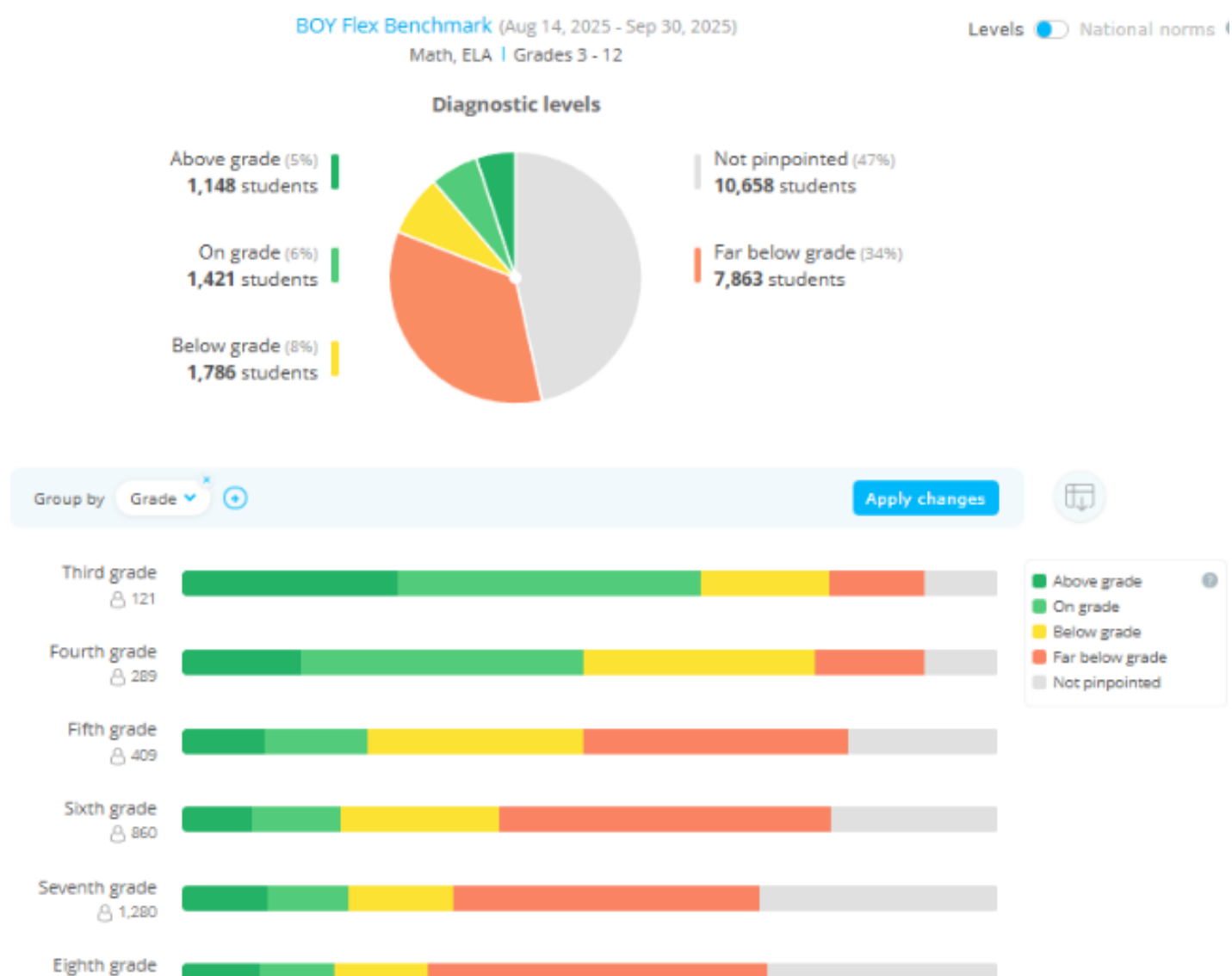
8th grade 93%

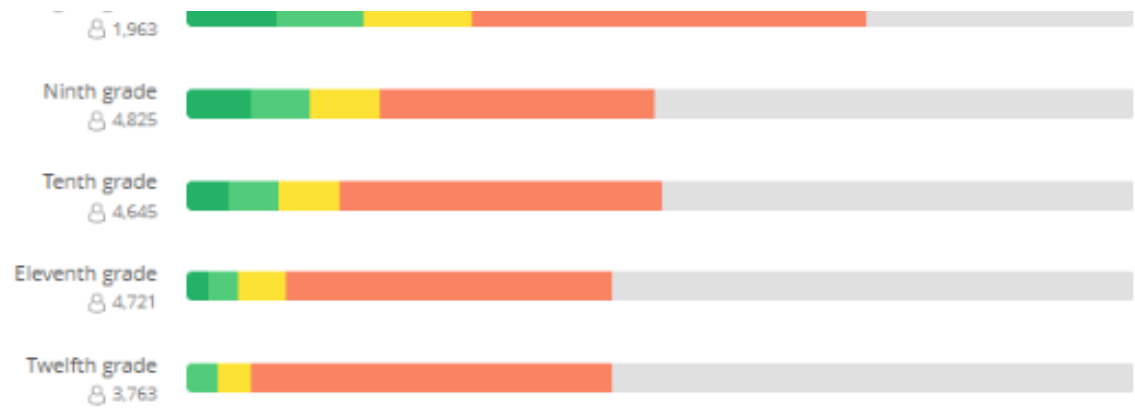
9th grade 82%

10th grade 89%

11th grade 92%

12th grade 95%





Students enrolled in advanced courses: 5,427

Dual Credit enrollment (24-25): Fall 2024 - 218 Students; Spring 2025 - 216 Students

CCMR Rate (23-24): 63.0%

Dropout Rate (Class of 2023; 4-year longitudinal): 11.6%

Texas Academic Performance Report (TAPR) for the current year is still pending release.

Student Learning Strengths

Student performance is trending upward for students who are actively engaged and attending classes.

As a campus, our satisfaction ratings from families are high.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: TVAHS families require training and support aligned to building capacity when supporting student learning within the learning platform.

Root Cause: Families are provided with abundant resources that support student learning and use of the online learning system. Families report feeling overwhelmed with the time it takes to access the correct resource. Less than half of our TVAHS families participate and/or follow-up with provided support for utilizing the learning system and accessing learning resources.

School Processes & Programs

School Processes & Programs Summary

At TVAH, we are committed to advancing our educational initiatives, which include the implementation of Professional Learning Communities, 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 campus among our teachers and students. These initiatives are designed to foster a collaborative and effective learning environment that supports both educators and students in achieving their full potential.

Professional Learning Communities -

Our campus has continued implementation of effective PLCs with administrative staff with full implementation of PLCs with the staff in 2025-26.

New campus staff members are assigned a mentor that assists them with learning campus processes and procedures and helps them familiarize themselves with curriculum and assessments.

Regularly scheduled campus and administrator meetings provide collaboration opportunities for new-to-the-profession staff members and current staff to develop skills throughout the year.

In terms of behavior support, we have implemented a comprehensive behavior system 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 and social workers who provide accessible mental health resources for both students and staff. These resources are integral to fostering a supportive and healthy school environment.

Leader in Me -

We received a grant for LIM in the fall (23-24) and have trained campus leaders and support teams.

Staff will receive continued support and training provided by LIM with the intention of building strong, effective Lighthouse teams for 2025-2026SY.

Implementation with students will be systematically included in the weekly engagement communication/activities, Lunch with Counselors, and incorporated in Ambassador engagement opportunities.

Supports:

Use of K12/Stride Evaluation Tool data and Walk the Halls feedback was given in areas that would impact student performance.

Professional Development Plan was shared with the district.

Common planning occurs in weekly meetings.

When K12 data shows a need, the Administrative team will provide the necessary professional development opportunities for the staff. For example, when data showed a lower trend than expected, the Administrative team created an alternate schedule to enhance student success. The Administrative team created the plan, captured feedback from impacted staff, trained the staff and walked them through the entire process.

Other Resources:

K12 training, EDU Hero Training, ESC training, mini-conferences, Special Education training, Math and Reading training, GT training, EB training, Dyslexia training, Programming implementation training, etc.

Key Training Areas:

Train shared service teams as necessary (Operations, GT, Dyslexia, etc.)

Train SpEd teachers and compliance personnel

EB training for all staff

Training for all staff on working with other special populations

PEIMS Leaver and Mover Training for applicable staff

Mental Health First Aid Training

Collaboration:

TVAH Collaboration Meetings

Title I/SBDM

DLT/ILT

LIM

Curriculum:

Curriculum is provided through Stride, K12, Inc.

K12 curriculum - continuous curriculum improvement and updates

For TVAH, all of our curriculum goes through third-party evaluations before being implemented. The TEKS, accessibility standards and NSQ standards are verified by K12 curriculum specialists and EdGate.

The courses are then submitted to TEA by HISD TVAH via the waiver process and approved by the commissioner.

Research in curriculum design, best practices in instruction, and student performance data are the basis of embedded professional development and horizontal and vertical alignment sessions. TVAH teachers work in collaborative teams to study current performance data and learn the most current practices in their content area. Based on that collaborative work, teacher teams continuously update and improve upon curriculum documents. Classroom walk-throughs are conducted to collect data on instructional trends. The trends identified are utilized to determine short and long-term goals for curriculum, instruction, and assessment.

Professional development at TVAH is designed around data collected from student and teacher performance results, as well as updates from the Texas Education Agency (TEA) and evidence based best practices in educational research. Professional development that is required through regulatory measures through TEA or federal requirements is also provided through TVAH, K12, an ESC center, and/or EDU Hero through Region 6.

Greatest areas of need:

TELPAS

Two Lowest Ethnicity Groups - African American and Hispanic (25-26 SY)

EB, OSP and SPED indicators (RDA)

Reading and Math (Commissioner's Focus)

Agreed Resolution and Action Plan

CAP (SPED Indicators)

Dropout Prevention

Local Improvement Plan

Family Communication:

Family engagement communication, weekly (events, workshops, calendar, activities, training, etc.)

Engagement calls

Student Data meetings

Messaging when grades are dropping

Formative and Summative Assessments:

District Interims in DMAC

IXL (BOY/MOY)

Unit tests

Instructional Collaboration:

PLC collaboration among staff and Administrator with ongoing review of student achievement

Start with the "Golden Course" (master template).

PowerPoint template and presentation best practices established

Teachers tweak to fit teaching style

CTE/Dual Credit:

Texas Career and College Prep was added in 2019-2020 and continues to grow each year.

CTE courses continue being added as they are developed.

MOUs are being established across the state for CTE courses and Dual Credit.

Additional Notes:

Writing across the curriculum implemented on a rotating schedule to incorporate SCR/ECR responses to learning.

Mock TELPAS

TELPAS - during the state window

Students can also take courses through TXVSN, UTPB, UTHS, Texas Tech and Kilgore College.

AP courses

District and Campus Communications:

Hallsville ISD strives to involve both our families and community in all of our educational endeavors. TVAH utilizes many forms of communication, both one way and two way.

TVAH website

K12 Marketing

Parent Facebook (not official)

Campus ES/MS/HS Facebook

Twitter

Emails

Smores

Connection Calls

Policies and procedures - Course Catalog, Student Handbook, Student Code of Conduct, etc.

Office Hours, Town Hall, Outings, Assessments, Orientations

TVAH works closely with UTPB and now KC to offer dual credit classes.

MOUs are being created with other state colleges outside of the virtual setting.

In addition to the activities above, HISD is gathering valuable information from BOY, MOY, EOY parent, student, staff surveys.

Expectation for returning parent communication - 24 hours

Areas of concern/need:

Consideration of parent liaisons for each campus- parents that have questions on best practices for helping their student can obtain knowledge, ideas, practice strategies, relationship building, and study skills to help facilitate the parent/student relationship. Our EL/Bilingual populations could also benefit from a similar program created to fit their needs.

Public School Directory

Options - advocates

Timely communication is an issue that we will continue to address, as well as updating our website and returning messages in a timely manner. Most, but not all communication, is translated into Spanish; however, we are making a concerted effort to improve upon this by providing instructions/training to parents about how to utilize online services.

Title I is in the second year of implementation.

How are we doing?

Site-based committees, surveys, parent conferences

Town Hall

Parent focused engagement opportunities

EB Services:

Newsletters and Documents in Spanish

Educating families about online translation services

Translator Line – Talking Points (awaiting integration)

Additional forms of communication:

Emails, Progress Reports, Report Cards, Parent Conferences, Special ED IEP Goal Progress, and grades through TVS.

Evaluations:

Review of attendance, family feedback, staff feedback

Site-based committee, teacher documentation, leadership team committee, staff training

Survey data

School Context and Organization:

HISD will be a district that pursues "Excellence in Education" in the following:

- Professional Learning Community Philosophy

- DEIC and DEIC Subcommittee meetings to analyze, adjust and reflect on CNA/DIP

- Protect Common Planning/Instructional time

- Campus Team Meetings

- Interventions

- Academic Data Meeting/Review

- PLC Trainings/Updates

- Participation

- Attendance/active engagement/interventions

- 10 days, curriculum lock, except sped, 24-hour appeal

- Low SES

 - Interventions

 - Attendance Incentive Plans

 - Homeless/Foster programs/services

- Computer Tech and security

- Social Worker (resources and pregnancy)

- Licensed Professional Counselor (resources and root cause support)

Areas of concern and focus continue to be on the subgroups - low SES, OSP, SPED, and EB populations and building capacity for evidence-based strategies on parent involvement, academic/behavior intervention, and building quality relationships.

We have small groups based on individual instructional needs.

Changes:

K12 will be implementing PowerSchool and Canvas learning platforms

Master schedule

Intervention - tutorial time embedded

Teacher-designed assessment

1:1 and small group tutorial options available based on individual need

District expectations regarding technology are outlined in the Hallsville ISD Technology Plan.

The technology plan identifies strategies to meet local, state, and national technology standards including 21st Century Skills. Instructional facilitators are part of a curriculum and instruction team that identify student expectations, write curriculum, and assist in the assessment of the curriculum. A major emphasis is placed on increasing the levels of student engagement using various technology tools and a collaborative learning environment.

Teachers are encouraged and supported in the use of technology to facilitate methods of teaching that are far more engaging, effective, and efficient than past practices and resources allowed.

Professional development is provided based on campus and/or individual staff members' needs.

Technology plays an important role in terms of what and how student learning takes place in the virtual environment. Students are not only learning with technology, they are learning about technology. All indicators point to our students achieving academic success and becoming skilled digital users in the process. The instructional process is infused with technology in the delivery of curriculum content and instructional practice.

TVAH provides computers, reimburses internet and provides hot spots (McKinney-Vento) based on student needs.

Students also have access to the K12 technology support center.

Continue:

IMA funds to purchase instructional materials and tutorials

Title I funds - staffing, supplies and tutorials
IDEA Funds- staffing, programs, resources
Staff development (ongoing)

School Processes & Programs Strengths

Campus staff have a moderately-high level of satisfaction, mentioning that their work environment is collaborative, culturally-rich and highly-engaging.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers express a need for more collaborative time to work together and more stakeholder input regarding cultural events and program specific professional development. Professional development should be aligned across campus to largely focus on PLC, RtI/MTSS, Curriculum Alignment, programming, and our Discipline Management Program.

Root Cause: Campus administration is working toward implementing effective PLCs and clearly communicating goals and objectives, consistently across campuses and teams. Our focus is on empowering teachers through increased collaboration and participation in culturally focused activities. Additionally, we continue building our team's norms and capacity to collaborate effectively as a PLC.

Perceptions

Perceptions Summary

Texas Virtual Academy at Hallsville has 742 teachers, 61 campus counselors, 33 At-Risk engagement specialists, 11 At-risk counselors, 13 At-Risk academic coaches, 46 Interventionist, 6 compensatory education administrators and 26 campus administrators provided by Stride, K12, Inc.

On the HISD side, there are 4 administrators, 9 counselors and 23 support staff.

TVAH sends out two parent surveys each year. Additionally, staff are sent surveys twice a year to assess how well they think the school is progressing. Students are surveyed by pulse checks sent out by certain teachers.

Learning coaches and legal guardians are invited to multiple virtual events.

Input is gathered through the needs assessment/surveys, and parents, staff, business owners, and community members are invited to participate in the site-based decision-making team.

In an effort to retain staff, K12 offers the following:

- 35 days off during the summer for teachers
- 10 sick days per year
- 3 personal days per year
- Staff are offered discount gym memberships, wellness emails are sent monthly and free mental health resources are available.

Perceptions Strengths

Overall, our stakeholders are satisfied with TVAH. We provide formal survey opportunities for input from teachers, families and students at least twice a year and we consistently receive positive feedback from the majority.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Responses show the need for students to have consistent and safe opportunities to interact with peers outside of live academic sessions.

Root Cause: All of our curriculum and courses are designed to be done at home. The nature of TVAH's design is to be flexible for our students and support more asynchronous

learning. The challenge for our campus is to provide opportunities for students across campuses the flexibility and structure, while also providing opportunities for safe, social interaction and enrichment.

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Alternative Education Accountability (AEA) 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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS
- Texas Success Initiative (TSI) data
- Intervention data

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/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data
- Graduation plan types
- Foster Care data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-P ESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent and community partnership data
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 17, 2025

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.

TVAH:

Grade 3: 13% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR.

All Grades: 100% of students will show growth. Meets/Masters will rise by 2% from the previous year's results for all students at each campus.

High Priority

Evaluation Data Sources: STAAR


Common Formative Assessments



Rtl and Intervention Data







Dyslexia Intervention

Progress Data

NWEA

Strategy 1 Details	Reviews			
Strategy 1: School leadership will coordinate job-embedded, professional development opportunities and instructional coaching for our teachers, including Science of Teaching Reading support. Strategy's Expected Result/Impact: Increase in the number of students on grade-level All students showing growth on state assessments. Fewer dyslexia/dysgraphia referrals Staff Responsible for Monitoring: TVAH District Administrators TVAH Executive Directive TVAH Campus Principals Curriculum Coordinator Reading Specialist Math Specialist	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: All grade-level teams will participate in weekly, ongoing cooperative planning. Interventionists and instructional coaches will participate in grade-level professional learning communities. Strategy's Expected Result/Impact: Decrease in referrals to academic intervention Staff Responsible for Monitoring: TVAH District Administrators TVAH Executive Director TVAH Campus Principals Instructional Coaches Reading Specialist Math Specialist Interventionists		Formative			Summative
		Oct	Jan	Apr	June
		 Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Students in grades 3-8 will be screened at least twice per year using IXL assessment. Data from this screening instrument will be used to target specific skills for students needing intervention. IXL supports student skill acquisition, remediation and provides data supporting intervention. Strategy's Expected Result/Impact: Reduction in the number of students requiring accelerated learning per HB 1416 Increase in the number of students on grade-level Increase in overall performance on state assessments Staff Responsible for Monitoring: TVAH District Administrators TVAH Executive Director TVAH Campus & Special Education Principals TVAH Staff Curriculum Coordinator Instructional Coaches Reading Specialist Math Specialist		Formative			Summative
		Oct	Jan	Apr	June
		 Some Progress			

Strategy 4 Details		Reviews			
Strategy 4: All students will receive required remediation through in-class supports, MTSS Tiered Academic support, enrichment, and/or on-time intervention, including tutoring services resulting from data-driven conversation. Strategy's Expected Result/Impact: Reduction in the number of students requiring accelerated learning per HB 1416 Increase in the number of students on grade-level Increase in overall performance on state assessments Staff Responsible for Monitoring: TVAH District Administrators TVAH Executive Director TVAH Campus Principals Curriculum Coordinator Reading Specialist Math Specialist Interventionists House Bill 1416 Data Manager Engagement Ambassadors		Formative			Summative
		Oct	Jan	Apr	June
		 Some Progress			
Strategy 5 Details		Reviews			
Strategy 5: School Leadership Team will review data at least quarterly as a team and individually with principals. State Compensatory Education (SCE) will engage in regular data reviews including intervention observation and student performance to monitor intervention effectiveness. Strategy's Expected Result/Impact: Growth for all students Increase in state assessments Staff Responsible for Monitoring: TVAH District Administrators TVAH Executive Director TVAH SCE Manager TVAH Campus Principals TVAH Staff Curriculum Coordinator Reading Specialist Math Specialist		Formative			Summative
		Oct	Jan	Apr	June
		 Some Progress			
<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 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.



TVAH:








College, Career, and Military Readiness will increase by 5% (state results) in 2026 through meeting one of the TSDS PEIMS indicators.

Evaluation Data Sources: CCMR Dashboard

College Bridge Enrollment

IBC Certifications







Strategy 1 Details	Reviews			
Strategy 1: All students, beginning in 9th grade, receive a survey identifying their post-secondary intentions (enrollment, enlistment or employment). Counseling works with all 8th graders during Spring semester to create 4-year graduation plans. All students in grades 7-12 are offered opportunities to attend career fairs, entrepreneurship opportunities and military enlistment informational sessions. Strategy's Expected Result/Impact: Students will make choices based on their individual strengths and interests. Staff Responsible for Monitoring: Assistant Superintendent TVAH Campus Principals TVAH Campus Counselors TVAH Coordinators	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Develop and maintain a tracking spreadsheet to monitor each student's CCMR progress including: college preparation courses, TSI exams, Dual Credit courses, AP exams, IBCs and other CCMR preparations. Strategy's Expected Result/Impact: Increase in the number of students graduating prepared for College, Careers and/or Military Staff Responsible for Monitoring: TVAH Campus & Counseling Principals TVAH Assessment Coordinator TVAH Administrators TVAH CCMR Coordinator	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: All high school students will receive information on AP, ACT & SAT testing options. Provide waiver for ACT/SAT for eligible students. Strategy's Expected Result/Impact: Increase in the number of students taking these assessments and in earning CCMR points Staff Responsible for Monitoring: TVAHS Counseling Principal TVAHS Campus Principal	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Ensure Texas Success Initiative (TSI) readiness of students through the use of Texas College Bridge by assessing and intervening systematically. (Goal: 55%) Strategy's Expected Result/Impact: An increased number of students will be TSI complete and/or on track to earn a Texas College Bridge Certificate as a senior in high school. Staff Responsible for Monitoring: Assistant Superintendent TVAHS Campus & Counseling Principals TVAHS Assessment Coordinator TVAHS Administrators TVAHS CCMR Coordinator	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Enrollment in CTE dual credit coursework will increase by 2% in the 2025-2026 school year and students will obtain skills necessary to be qualified for entry level employment. Additionally, the percentage of students receiving CTE certifications will increase by 2%. Strategy's Expected Result/Impact: Students prepared for employment, internship, etc. Staff Responsible for Monitoring: TVAHS District Administrators TVAHS Executive Director K12 CTE Coordinator TVAHS Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
<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: Monitor local data at least quarterly for intervention and resources needed. Strategy's Expected Result/Impact: All students will make academic growth Staff Responsible for Monitoring: District Coordinators TVAH State Compensatory Education Manager TVAH Operations Manager TVAH Campus principals	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Campus and district 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: ARD committee transition plans will be consistent with a child's specific strengths in order to plan for their future success after public education. Staff Responsible for Monitoring: TVAH District Administrators TVAH Executive Director TVAH Special Education Manager TVAH Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
<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 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: 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
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide at least two staff trainings targeted towards working with students in poverty. Strategy's Expected Result/Impact: Improved student achievement on state assessments Staff Responsible for Monitoring: TVAH State Compensatory Education Manager TVAH Campus & Counseling Principals TVAH Instructional Coaches	Formative			Summative
	Oct	Jan	Apr	June
	 Moderate Progress			

Strategy 3 Details		Reviews			
Strategy 3: Provide targeted At-Risk programs in grades 3-12 to achieve growth. Students will be identified for intervention through RtI/MTSS and be offered credit recovery (High School) and additional instructional support (3-12) to achieve growth. Strategy's Expected Result/Impact: All students who are off-cohort will be provided opportunities to return to cohort. Elementary and middle school STAAR scores for the at-risk population will increase by 2% for all subjects. For grades 9-12, there will be a 5% increase in the number of students moving from off-cohort to on-cohort. Staff Responsible for Monitoring: TVAH District Administrators TVAH Executive Director TVAH State Compensatory Education Manager TVAH Testing Coordinator TVAH Campus Principals TVAH Counselors TVAH At-Risk Counselors TVAH At-Risk Coordinators TVAH Interventionists TVAH Engagement Ambassadors TVAH Engagement Specialist		Formative			Summative
		Oct	Jan	Apr	June
		 Some Progress			
Strategy 4 Details		Reviews			
Strategy 4: TVAH will investigate summer programing for credit recovery, English Learners in 3rd and 4th grade, 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
		 Some Progress			







Strategy 5 Details	Reviews			
Strategy 5: In grades 3-12, students identified as Gifted and Talented will be served in their General Education classrooms by a trained G/T teacher. They also receive additional G/T time outside the General Education classroom with a certified teacher from the G/T Department. Teachers are using depth and complexity icons during planning and instruction. Elementary and Middle school campuses have many G/T qualified teachers to ensure that G/T identified students are served by G/T teachers. High school offers advanced programming for G/T students. Certified G/T teachers are available for HS students who aren't taking advantage of advanced programming. 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
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Students scoring less than Advanced will receive additional support from EB personnel and data will be reviewed monthly for progress and need for further intervention. Strategy's Expected Result/Impact: TELPAS growth for all students Reading on grade level Staff Responsible for Monitoring: Director of Federal/Special Programs TVAH EB Manager TVAH Campus Principals TVAH EB Teachers	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 7 Details	Reviews			
Strategy 7: Provide resources for EB, homeless, foster and pregnant/parenting 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
	 Some Progress			

Strategy 8 Details	Reviews			
Strategy 8: Monitor local data at least quarterly for intervention and resources needed. Strategy's Expected Result/Impact: All students will make academic growth Staff Responsible for Monitoring: District Coordinators TVAHS State Compensatory Education Manager TVAHS Operations Manager TVAHS Campus principals	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
<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. K12 Stride will compile data about different options for gym memberships for employees. These benefits will include healthy eating choices, yoga classes, meditation, discounts, etc. Strategy's Expected Result/Impact: Increased staff awareness of benefit programs Staff preparedness for the future/retirement Participation will lead to increased physical wellness. Staff Responsible for Monitoring: Director of Human Resources Benefits Specialist TVAH Director of Shared Services STRIDE Wellness Team	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: STRIDE has an Employee Assistance Program, which consists of a variety of Mental Health Awareness activities and resources. Strategy's Expected Result/Impact: Staff well-being supported. Staff Responsible for Monitoring: TVAH Director of Shared Services Human Resources STRIDE Employee Assistance Program	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				







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.

TVAH 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: Upon being hired, STRIDE makes sure teachers are state-certified for the courses they are hired to teach. If they are not, they are moved into a position they are certified for or are released of their duties. Strategy's Expected Result/Impact: All students will be taught by a highly qualified teacher. Staff Responsible for Monitoring: K12 Stride Texas Staffing Coordinator Director of Human Resources TVAH Compliance Manager TVAH Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: CTE will recruit and hire certified personnel. Strategy's Expected Result/Impact: Certified teachers in classrooms Increased student performance Staff Responsible for Monitoring: Director of Human Resources TVAH Compliance Manager CTE Administrator Campus principals	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Recruit and hire certified bilingual staff to serve the growing bilingual population. Strategy's Expected Result/Impact: Improved performance of bilingual students Staff Responsible for Monitoring: Director of Federal/Special Programs Director of Human Resources TVAH Compliance Manager TVAH Emergent Bilingual Manager TVAH Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			




Strategy 4 Details	Reviews			
Strategy 4: All ELAR teachers will be ESL certified by the end of the 2025-2026 school year. Teachers hired without their certification have until the end of the school year to take their assessment and earn their certification. Strategy's Expected Result/Impact: Evidence of Listening, Speaking, Reading, and Writing in all courses. Student growth on TELPAS and Summit K12 assessments. Staff Responsible for Monitoring: K12 Stride Texas Coordinator Director of Federal/Special Programs TVAH EB Manager TVAH Compliance Manager TVAH Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Teachers serving GT students in grades 3-8 and 9-12 will be GT certified. GT trained teachers will be assigned in core content areas. In 9-12, Advanced Placement (AP) staff will also be GT trained. Strategy's Expected Result/Impact: Higher level, differentiated instruction in all classrooms. Staff Responsible for Monitoring: STRIDE Compliance TVAH Compliance Manager GT Program Manager	Formative			Summative
	Oct	Jan	Apr	June
	 Moderate Progress			
<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

Strategy 1 Details	Reviews			
Strategy 1: Implement behavior management plan, student code of conduct, and a discipline plan for the virtual setting to reflect HB 6 and legal updates. Engagement Specialists and At-Risk Counselors will support through skill-based teaching using programs such as behavior solutions to address root causes. Strategy's Expected Result/Impact: Students are capable of performing easily within behavioral expectations within the virtual setting. Teachers are capable of effective redirection and discipline to increase instructional engagement. Staff Responsible for Monitoring: TVAH District Administration TVAH State Compensatory Education Manager TVAH Campus Principals Campus Behavioral Academic Administrator Licensed Professional Counselor Social Worker IDEA Manager	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide processes and procedures for safety and discipline during class connect sessions and in person testing. Strategy's Expected Result/Impact: Quicker response time when issue arise Provide a safe learning environment for all students. Continue training testing personnel on process and procedures. Staff Responsible for Monitoring: TVAH Administration Campus Principals Testing Managers Campus Behavioral Academic Administrator Licensed Professional Counselor Social Worker	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			



Strategy 3 Details	Reviews			
Strategy 3: Provide clearly defined and communicated Positive Behavioral Interventions and Supports (PBIS) at each campus as well as clearly defined, implemented, and supported engagement expectations at each campus. Engagement specialists and at-risk counselors will add layers of support to Leader in Me in sessions/discussions with students. Strategy's Expected Result/Impact: Increased attendance and campus behavioral incidents reduced. Staff Responsible for Monitoring: TVAH State Compensatory Education Manager TVAH Campus Principals Campus Behavioral Academic Administrator Engagement Specialists Licensed Professional Counselor Social Worker	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Weekly reports from GO Box data targets students who are failing and/or not attending classes in order to raise grades and increase engagement. MTSS/Attendance alerts in Powerschool will drive data evaluation. Engagement will increase level of support for students based on Go Box data. Target is 75% of students passing their courses with appropriate engagement. Strategy's Expected Result/Impact: Increase engagement and successful class completion Staff Responsible for Monitoring: Attendance and Truancy Team TVAH Campus Principals Engagement Specialist At-Risk Counselors Engagement Ambassador	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Consistent implementation of Leader in Me and character education in order to reduce instances of suicide, violence, substance abuse and human trafficking while increasing healthy conflict resolution and healthy relationships Strategy's Expected Result/Impact: Increase in healthy conflict resolution and healthy relationships. Staff Responsible for Monitoring: TVAH Administration TVAH State Compensatory Education Manager Counseling & Special Education Principals TVAH Campus Counselors	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			








Strategy 6 Details	Reviews			
Strategy 6: TVAH Counseling Department hosts Lunch With Counselors weekly for all students on the counselor's caseload. Certain groups will be targeted each week. Topics discussed include: gun safety, dating violence, suicide and Leader in Me. Strategy's Expected Result/Impact: Students are learning to be more adaptable, open and confident. Students are taught to become self-advocates. Staff Responsible for Monitoring: TVAH Counseling Department Licensed Professional Counselor Social Worker	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 7 Details	Reviews			
Strategy 7: Provide a Discipline Alternative Education Program (DAEP), with data analysis and a transition plan coordinated with the campus DAEP liaison. At-Risk Counselors will support students in DAEP during and after transition back to campus, in addition to the support they will receive from Engagement Specialists. . 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 during and after DAEP placement Staff Responsible for Monitoring: Director of Human Resources TVAH State Compensatory Education Manager TVAH Campus Principals District Licensed Professional Counselor Coordinator of Student Services Campus Behavioral Academic Administrator Licensed Professional Counselor Social Worker	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: 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 through Eduhero. Strategy's Expected Result/Impact: Student allegations will be properly investigated and handled at the campus level. Staff allegations will be properly investigated and handled at the level appropriate to the case. Decrease in dating violence incidents Staff Responsible for Monitoring: K12 Stride Texas Staffing Coordinator Director of Special Programs TVAH Coordinator TVAH Counseling Principal TVAH Compliance Manager Campus Behavioral Academic Administrator Licensed Professional Counselor Social Worker TVAH Counseling Team TVAH Social Workers	Formative			Summative
	Oct	Jan	Apr	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: 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. Students in grades 3-12 will participate in Red Ribbon Week activities annually. 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 Students will be aware of the effects of drugs and alcohol. Counselors and Community Engagement Specialists will monitor engagement. Staff Responsible for Monitoring: TVAH Administration TVAH Campus & Counseling Principals	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Mental health will be supported by a variety of sources, including a district LPC, LSSPs, school counselors, and partnerships with community organizations. Social workers meet monthly with At-Risk counselors utilizing information from crisis referrals to ensure that students are being provided necessary supports. Strategy's Expected Result/Impact: Students will be provided the appropriate care to support their individual needs. Student SEL needs are being met. Staff Responsible for Monitoring: TVAH State Compensatory Education Manager TVAH Counseling Principal Counseling Department Social Workers	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
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. Teams will maintain an updated list of all crisis issues and documentation. Strategy's Expected Result/Impact: Analysis of data and actionable steps to decrease problem areas. We will be able to provide current data and documentation to the district, state, and federal entities upon request. Staff Responsible for Monitoring: TVAH State Compensatory Education Manager TVAH Counseling Principal Counseling Department Social Workers	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Assistant Campus Testing Coordinators review de-escalation tactics. All ALT teachers are CPI certified. Strategy's Expected Result/Impact: Increased safety for students Ability to de-escalate student behavior when needed Staff Responsible for Monitoring: Assistant Campus Testing Coordinator Staff ALT teachers TVAH Testing Manager Campus Behavioral Academic Administrator Licensed Professional Counselor Social Worker	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
<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: 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 TVAH Coordinator	Formative			Summative
	Oct	Jan	Apr	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: 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 Executive Director TVAH Coordinator Title I Senior Manager	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
 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: TVAHS - N/A Objective - Update and align planning for prioritized future facilities projects, based on an updated long range facility plan.

Evaluation Data Sources: Long range plan

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 are safe, efficient and operational.

Evaluation Data Sources: Testing PowerPoint
SEL Classroom Safety Meeting
Invites
Attendance Records

Strategy 1 Details		Reviews			
Strategy 1: HISD: Comply with all safety checks and regulations. Anything involving an exterior door or other safety measure should be priority. TVAH: All ACTC's will be trained on the Emergency plan virtually and in person, provided ongoing throughout the year. Strategy's Expected Result/Impact: No accidents and safe schools. Safe testing sites for optimal student performance. Staff Responsible for Monitoring: Shared Services Testing Coordinator Title I Senior Manager Behavior Principal ACTC Testing Faculty		Formative			Summative
		Oct	Jan	Apr	June
		<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> 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 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: K12 Training Logs
On-boarding Training Logs
Professional Development Logs

Strategy 1 Details	Reviews			
Strategy 1: 100% of new staff will have a complete onboard training on the procedures for using technology in their classroom to support the student experience for a highly-engaged classroom. Staff Responsible for Monitoring: Manager of School Compliance	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Students will attend orientation to learn how to use the online platform through live orientation and an asynchronouse Orientation introducing the student to online learning Strategy's Expected Result/Impact: Students will be understand how to navigate the online learning platform. Staff Responsible for Monitoring: TVAH Administration Engagement and Retention Manager	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> 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





TVAH: 100% of TVAH families will have the opportunity to participate in family events. We aim to have at least 10% of our families participating in these family events.

Evaluation Data Sources: Sign-In sheets

Parent Survey

Signed Parent Compact




Strategy 1 Details	Reviews			
Strategy 1: Provide communication in a language parents understand. Strategy's Expected Result/Impact: Increase in parental engagement Staff Responsible for Monitoring: TVAH District Administrators TVAH Executive Director TVAH Campus & Special Education Principals TVAH Staff Engagement Specialists	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: 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: Title I Senior Manager	Formative			Summative
	Oct	Jan	Apr	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Hold required Title III engagement meetings, including Parent, Family and Community Meetings. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: ELL Program Manager	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Conduct quarterly meetings to discuss high school transitions, higher education opportunities, financial aide, and the need for making informed curriculum choices as students register for high school. Eighth grade students participate in one meeting each year during the spring with the counseling team. Strategy's Expected Result/Impact: Increased CCMR rates Increased graduation rates Staff Responsible for Monitoring: Counseling and Senior Campus Administrators	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Conduct outreach that engages families and the community. At-Risk counselors and Student Engagement Specialists will collaborate with families to establish connections to their community resources for needs such as internet, food, and other social services. Staff Responsible for Monitoring: State Comp Ed Senior Manager	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Facilitate parental engagement with the assistance of Parent Engagement Ambassadors, Attendance Retention Managers, Attendance Coaches and DAEP & Bridge Ambassadors. These team members will oversee at least one engagement opportunity quarterly. Strategy's Expected Result/Impact: Increased social media presence Increased parent participation Increased student attendance Staff Responsible for Monitoring: Engagement and Retention Manager Campus Behavior Manager	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			

Strategy 7 Details	Reviews			
Strategy 7: Parent meeting at least once per semester for bilingual parents to train on resources and build relationships between home and school. Strategy's Expected Result/Impact: Increased parent and family capacity for using resources Improved school/home relationships Staff Responsible for Monitoring: TVAHS EB Manager	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> 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 2: All families will receive weekly communication regarding student progress.

Strategy 1 Details	Reviews			
Strategy 1: Each campus will create and distribute communications to stakeholders to keep everyone updated on campus events and student achievement. Strategy's Expected Result/Impact: Positive image of campus Increase in those willing to volunteer Increase community support of volunteer efforts Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Parent Engagement Manager	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide monthly board reports highlighting school events and "happenings." Strategy's Expected Result/Impact: Positive image of school Staff Responsible for Monitoring: Executive Director Parent Engagement Manager	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Consistently post on social media platform highlighting a positive/current event on campus. Strategy's Expected Result/Impact: Increased social media presence Positive image of school from stakeholders Staff Responsible for Monitoring: Community Engagement Specialist Parent Engagement Manager	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: The TVAHS website will be updated on a regular basis with handbooks, Title I documentation, referral processes and contact information. Strategy's Expected Result/Impact: Clear communication and expectations Positive image of school Staff Responsible for Monitoring: TVAHS District Administrators TVAHS Executive Director TVAHS Operations Manager K12 Marketing Team Parent Engagement Manager	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Site-Based Decision Making Committee

Committee Role	Name	Position
Campus Non-Teaching Professional	Amanda Burdick	Principal
Campus Non-Teaching Professional	Laurie Tweedle	Assistant Principal
Classroom Teacher	Megan Bone	Classroom Teacher
Classroom Teacher	John Alford	Classroom Teacher
Classroom Teacher	Debbie Armstrong	Classroom Teacher
Classroom Teacher	Magen Farley	Classroom Teacher
Classroom Teacher	Veronica Niles	Classroom Teacher
Classroom Teacher	Sara Stanley	Classroom Teacher
Classroom Teacher	Kristi Forman	Classroom Teacher
Classroom Teacher	Shaun Ellis	Classroom Teacher
Classroom Teacher	Leyla Padelecki	Classroom Teacher
Special Education Teacher	Joy McCollough	Special Education Teacher
Classroom Teacher	Rachel Gibbs	Classroom Teacher
Classroom Teacher	Jodi Tucker	Classroom Teacher
Classroom Teacher	Kathy Wade	Classroom Teacher
Classroom Teacher	Allison Duke	Classroom Teacher
Classroom Teacher	Lakeon Conley	Classroom Teacher
Classroom Teacher	Alaric Coleman	Classroom Teacher
Classroom Teacher	Miriam Cooper	Classroom Teacher
Classroom Teacher	Jolie Gilley	Classroom Teacher
Classroom Teacher	Hailey Oney	Classroom Teacher
Classroom Teacher	Brigette Crockett	Classroom Teacher
Classroom Teacher	Hannah Miller	Classroom Teacher
Classroom Teacher	Colleen Scott	Classroom Teacher
Classroom Teacher	Becca Hicks	Classroom Teacher
District Professional	Stasha McKinney	Assistant Coordinator-TVAH
Business Partner	Amber Maitland	Business Partner

Committee Role	Name	Position
Business Partner	Donna Monroe	Business Partner
Community Member	Jennifer Gillaspie	Community Member
Parent	Adriana Angeles	Parent
Parent	Nicole Stayton	Parent