

# HARLETON ISD

## District Improvement Plan

### 2025/2026

*It is a Great Day to Be a Wildcat*

*2024-2025 District Rating by the Texas Education Agency*  
*B*



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

# HARLETON ISD

## **Mission**

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

## **Vision**

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

### Nondiscrimination Notice

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

## Summary of the Comprehensive Needs Assessment Process

The Comprehensive Needs Assessment for the development of the 2023-2024 District Improvement Plan (DIP) is a continuation of the work from previous years, and includes input from several stakeholder groups, including the needs of the campuses, parent, family, community, and business representatives, and the District Site-Based Decision-Making Committee. Guidance is provided by the Harleton ISD Superintendent and Board of Trustees.

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

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

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

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

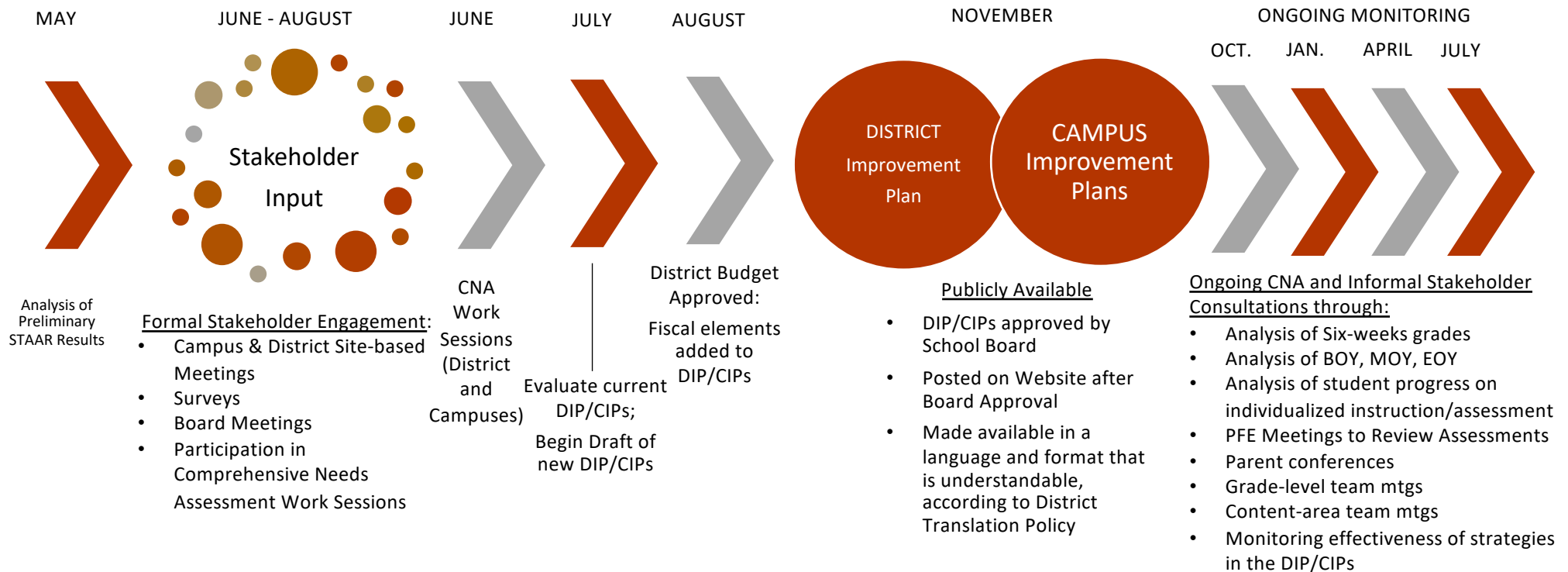
Through an analysis of the data, and utilizing a root cause analysis protocol, strengths, needs, and root causes are identified. Strategies are then developed based on the identified root causes. Finally, stakeholders use a voting method to prioritize strategies with the most potential for having a positive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

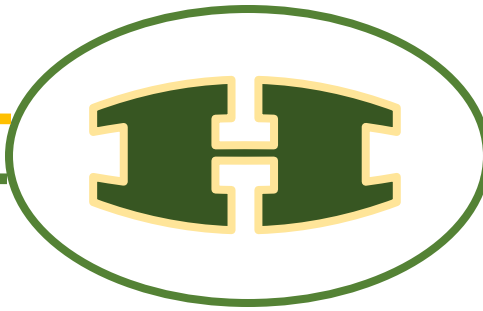
The purpose of this process is to provide a clear vision, leadership, and guidance for the district and to support all campuses in Harleton ISD in providing quality and equitable opportunities for all students.

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

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

# Comprehensive Needs Assessment Timeline





**Harleton**

Independent School District

*Jay Ratcliff*  
Superintendent

**Harleton ISD  
Evaluation  
District Strategic Planning  
July 10, 2025**

8:30– Breakfast and Welcome & Purpose of CNA

8:45 – Small Group Discussions – Safety, Culture, Leadership, Staff  
Effectiveness & Retention, Technology

9:45 – Break

10:00 – Small Group Discussion – Academics, SEL, Curriculum, PFE

11:00 -- Share Strengths and Prioritize Area of Improvement

Create Strategies for Problem Statements

Prioritizing Strategies

12:00 – Lunch and Next Steps

**It's a great day to be a Wildcat!**

**Crystal Brock, High School Principal**  
PO Box 710, Harleton, TX 75651  
903-777-2711 Fax: 903-777-  
2778

**Melinda Ready, Jr. High Principal**  
PO Box 610, Harleton, TX 75651  
903-777-3010 Fax: 903-777-3009

**Meagan Walker, Elementary Principal**  
PO Box 400, Harleton, TX 75651  
903-777-4092 Fax: 903-777-2782

**Harleton ISD**  
PO Box 510, Harleton, TX 75651  
Phone: 903-777-2372 Fax: 903-777-2406 Web: [www.harletonisd.net](http://www.harletonisd.net)

**CNA Meeting Sign In Sheet**  
**July 10, 2025**

PRINT NAME	TITLE	SIGNATURE
1 Brian Coulter	English teacher	Brian Coulter
2 Melinda Ready	Principal	Melinda Ready
3 Maxayla Willeford	Sped teacher	Maxayla Willeford
4 Melissa Fitts	Kindergarten teacher	Melissa Fitts
5 Kevin Jones	School Safety	Kevin Jones
6 Honey Ratcliff	HS Asst Principal	Honey Ratcliff
7 W. M. Cole	PEIMS	Dusty M. Coleman
8 Bruce	Principal	Bruce
9 Jana Minor	Special Ed	Jana Minor
10 Rhonda Player	Art HS	Rhonda Player
11 Rena Lowmy	Assistant Principal	Rena Lowmy
12 Shelley Brown	Tech	Shelley Brown
13 Tina Cox	Business Manager	Tina Cox
14 Bhh	Tech	Bhh
15 Bree Stripling	Tech	Bree Stripling
16 Jay Ratcliff	Admin	Jay Ratcliff
17 Kelli Childress	Kinder HES	Kelli Childress
18 Meagan Walker	Principal HES	Meagan Walker
19 Traci Jones	Curr.	Traci Jones
20 Mike Harper	Director Maint & Trans.	Mike Harper

Please attach any supporting document/materials to this form.



# GUIDING QUESTIONS

## FOCUS GROUP #1

### STUDENT WELLNESS, SEL, & MENTAL HEALTH

- 1) What % of students are At-Risk of dropping out?
- 2) How do At-Risk Graduates compare to the state?
- 3) What programs and services are available to support students identified as "At-Risk?"
- 4) What concerns do students express? (See results from student surveys, student forums, informal feedback to teachers, counselors, staff, etc.)
- 5) What programs are in place to build skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making?
- 5) What counseling resources are available for students? For staff? Are social workers available to support students and families?
- 6) Are mental health support services available at school communicated to staff, students, parents, guardians, and caregivers?
- 7) What plans are in place to facilitate open communication, training, and support for staff as they adapt to new job demands (e.g., learning new technology, use of virtual platforms, remote instruction, etc.)?
- 8) Have the proper steps been taken to ensure environmental infection control (i.e., cleaning and disinfection) of buildings? For buses?
- 10) Do all school nurses, health aides/assistants, and designated staff have access to PPE for the administration of health services?



# GUIDING QUESTIONS

## FOCUS GROUP #2

### STUDENT ACHIEVEMENT & DEMOGRAPHICS

- 1) In what areas are demographics changing the most?
- 2) In which content areas are students performing the highest?
- 3) In which content areas are students performing the lowest?
- 4) How do the "At Masters Grade Level" percentages compare to the region and state?
- 5) Which student groups are showing progress?
- 6) How are Bilingual/ESL students performing compared to the region and state?
- 7) What are the differences in the attendance rate among student groups?
- 8) How does the Mobility of students compare to the state average?
- 9) How does the percentage of students by Instructional Program compare to the state?
- 10) How does the Retention Rate compare to the state average?





# GUIDING QUESTIONS

## FOCUS GROUP #3

### CURRICULUM, INSTRUCTION, & ASSESSMENT

- 01) How are the district's curriculum and resources made available to staff? How are staff new to the district trained in using the district curriculum?
- 2) What processes are in place to ensure teachers understand how the curriculum is vertically and horizontally aligned?
- 3) How are pacing guides used to ensure tested concepts are taught prior to the state assessment?
- 4) What do data reveal about the level of cognitively challenging and engaging instruction in the classroom?
- 5) How are teachers trained and supported using effective classroom and behavior management strategies to create a positive learning environment?
- 6) How are teacher teams using data to plan for curriculum, instruction, and assessment in Tier I classrooms?
- 7) How are sheltered instruction strategies for English learners provided and monitored?
- 8) What high-impact strategies are used for Tier 2 interventions?
- 9) How are Tier 2 & 3 (or MTSS) interventions monitored and evaluated for effectiveness?
- 10) Do student report card grades align with performance on levels of state assessments?



# GUIDING QUESTIONS

## FOCUS GROUP #4

### SCHOOL SAFETY, CULTURE, & CLIMATE

1) How does someone report a threat? Who regularly monitors the anonymous reporting system?

2) What concerns do students express? (see student survey results, if available)

3) Which student groups have the greatest number of discipline infractions? What do trends reveal? (compare discipline reports for multiple years)

4) What supports are available for students with a history of discipline issues?

5) For which student groups is there a lack of staff to mirror student demographics?

5) How does the district (or campus) convey its vision and mission to the community?

6) What traditions exist that communicate pride for the learning community? Do they promote widespread student participation? Are they inclusive or exclusive?

7) How does the percentage of students At/Above the Criterion for ACT/SAT compare to the state?

8) How does the percentage of students in Advanced/Dual-Credit Courses compare to the state average?

9) Do students feel challenged at a high level in the classroom? (see student survey results, if available)

10) What barriers exist for ALL student groups to participate in enrichment and extra-curricular activities?



# GUIDING QUESTIONS

## FOCUS GROUP #6

### STAFF EFFECTIVENESS, RECRUITMENT, & RETENTION

- 1) What are the greatest needs for training according to Teacher Professional Development Surveys?
- 2) What systems of support are available for teachers and staff to grow professionally? How is the availability of these resources communicated to staff?
- 3) How are teachers social and emotional needs (mental health) being supported?
- 4) How does the district encourage teacher leadership development, or provide career advancement opportunities?
- 5) How are new teachers and paraprofessionals inducted and mentored?
- 6) How should professional development days be scheduled (and included in the district calendar) to provide ongoing, job-embedded support?
- 7) What is the turnover rate for teachers? How does it compare to the state?
- 8) How do the average years of experience of teachers and administrators compare to the state?
- 9) Which content areas or special program areas are the most difficult to obtain or keep certified teachers?
- 10) What strategies are in place to recruit and retain high quality educators?



# GUIDING QUESTIONS

## FOCUS GROUP #7

### TECHNOLOGY

- 1) What technology is available for teachers? Other staff?
- 2) What technology is available for student use?
- 3) What are the expectations for the use of technology at the district and/or campus levels?
- 4) What barriers reduce the use of technology?
- 5) How is technology used to support instruction and learning?
- 6) What training and support are provided for teachers and staff on integrating technology into instruction?
- 7) How are best practices shared with teachers and staff?
- 8) How are technology-based instructional materials evaluated for appropriateness and accuracy?
- 9) What plans are being made for technology upgrades in 1-5 years?
- 10) How are technology software and hardware purchases coordinated and supported?



# GUIDING QUESTIONS

## FOCUS GROUP #8

### LEADERSHIP

4) How are special programs (State Comp Ed, Title I, RTI, CTE, Special Education, G/T, Dyslexia, etc.) evaluated annually for program effectiveness? How are adjustments made to programs based on what data reveal?

5) How are common planning times (or PLCs) structured and what are the expectations of content area/grade-level teams?

	Grade Levels	Content Area	Program Support (RTI, Special Education, G/T, Dyslexia, etc.)
Common Planning Period Daily			
Weekly Planning Time Scheduled			
Professional Development Days for Planning			
After School			
Additional Planning Days (summer, Saturdays, etc.)			

# 2025 CNA Notes

## **1. Targeted Small Group Instruction**

Identify students just below mastery and provide focused intervention in small groups during WIN, RTI, or enrichment times.

## **2. Data-Driven Instructional Planning**

Use assessment data (benchmarks, unit tests, CBAs) to reteach specific TEKS that students struggled with, adjusting lesson plans accordingly.

## **3. Spiral Review and Daily Warm-Ups**

Incorporate daily STAAR-style questions and review of previously taught TEKS to build retention and confidence.

Weakness for Leadership is the lack of a Curriculum Director.

## **Mentorship Strategies**

- 1) Pair new staff with experienced mentors
- 2) Set up regular mentor-mentee meetings
- 3) Let mentees observe their mentors teaching

## **1. Communication**

- Send monthly newsletters (paper and email) highlighting 1-2 resources each month
- Post reminders on social media, Remind, and the school website
- Include resources in teacher newsletters or Google Classroom streams

## **2. Visual Promotion on Campus**

- Continue to put up flyers and QR code posters in high-traffic areas (cafeteria, office, nurse station, counselor's office, bathrooms)
- Use digital signage if available

## **3. Parent & Family Engagement**

- Present resources at open house, meet the teacher night, and family events
- Set up a wellness resource table at all school events with brochures and contact info
- Send home a resource magnet or card at the beginning of the year

### Technology

Area to strengthen: Smartboard replacements

Strategies-

Money is our limitation!

1. Research funding sources/grants/re-working budget
2. Prioritizing needs (power access) and technology resources
3. Prioritizing highest need areas and supplying those areas first (student need and teacher/campus usage)-This could be done through surveys/walkthroughs

### Safety

Area to Strengthen-Facilities

Strategies

1. Conduct facility assessment (surveys, walkthroughs)
2. Prioritize safety
3. Parent Involvement (inviting community into schools so that they are more aware of needs)

### Achievement/Demographics

Area to Strengthen-Mastery Level

Strategies

1. Reviewing data and making adjustments accordingly
2. Offering more enrichment activities
3. Focusing on growth for ALL students

Curriculum, Instruction, Assessment Strategies:

Strength: Progress monitoring and data collection

Weakness: Sharing more ideas of effective classroom management

1. Having teachers share classroom management strategies that are working with the rest of the staff in faculty meetings.
2. New Teacher Mentorship
3. Observing other staff members to increase options for handling student behavior

## **Parent Family Engagement**

**Strength:** Parents have several ways to be informed

**Weakness:** Educating community on STAAR (Opting Out)

1. Communicating the benefits of participating in state testing for the Wildcats that we love - there are tests in the real world: drivers license, nursing, welding, college, etc
2. Helping parents understand that these tests are required for high school graduation, so not participating prior to that sets students up for failure.
3. Sharing with parents ways to advocate for public education in ways that are not detrimental to our district - i.e. - Raise Your Hand Texas

## **Achievement/Demographics**

**Strength:** Mastery Level compared to the region and state

**Weakness:** Increasing our mastery level within the district (competing with ourselves)

1. Increasing the familiarity with the expectations, changes in the tests, question types, delivery, etc.
2. Sharing resources that other districts have utilized and proven beneficial.
3. Incorporating a review of the previous years' tests with students who passed so that they can see areas where they can grow. (Remediation is done for those who failed, but to improve mastery, we also need to be more intentional about doing this with those who passed.)



# HARLETON ISD Site Base

Name	Position
Ratcliff, Jay	Superintendent
Cox, Tina	Business Manager
Brown, Blake	District DMAC Site Administrator
Brock, Crystal	Campus Administrator
Jones, Traci	District Manager
Jones, Kevin	Technology
Ready, Melinda	Campus Administrator
Harper, Mike	Maintenance and Transportation
Walker, Meagan	Campus Manager
Ratcliff, Honey	Campus Administrator
Wilson, Brandy	parent
Minor, Jana	Special Education Teacher
Ebarb, Ashley	Teacher
Howeth, Lori	Business Representative
Brown, Shelly	District Representative
Coulter, Brian	Teacher
Willeford, Makayla	Teacher of Special Education
Fitts, Melissa	Teacher
Player, Rhonda	Teacher
Lowry, Rena	Assistant Principal
Coleman, Dusty	Peims Director
Stripling, Bree	Technology
Childress, Kelli	Teacher

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

PEIMS Reports

### Demographics Strengths

Taken from the 2023-2024 TAPR Report

The percent of Economically Disadvantaged students (52.9%) is below the state average (62.3%).

The percent of English Learners (1.4%) is significantly below the state average (24.4%).

The percent of At-Risk students (32.5%) is below the state average (53.2%).

Average class sizes are smaller than the state average in almost all grades:

#### Elementary:

Kindergarten District=19.3 State=18.4

Grade 1 District=14.7 State=18.8

Grade 2 District=16.3 State=19.1

Grade 3 District=20.7 State=19.4

Grade 4 District=14.7 State=19.4

Grade 5 District=20.0 State=20.9

Grade 6 District=12.3 State=19.2

#### Secondary:

English/Language Arts District=9.8 State=16.3

Foreign Languages District=11.3 State=18.8

Mathematics District=11.1 State=17.5

Science District=13.3 State=18.5

Social Studies District=14.0 State=18.8

### Demographics Weaknesses

Taken from the 2023-2024 TAPR Report

# Comprehensive Needs Assessment

## Demographics Weaknesses (Continued)

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

- Kindergarten (3%); State (1.3%)
- Kindergarten Special Education (10.0%); State (3.9%)
- Grade 1 (2.4%); State (2.1%)
- Grade 2 (2.2%); State (1.3%)
- Grade 3 (8.1%); State (0.7%)

## Student Achievement

### Student Achievement Data Sources

Disaggregated STAAR Data  
Drop-out Rates  
Graduation Records

### Student Achievement Strengths

The overall student performance rate is at or above state performance levels.  
Strong attendance rate.  
Dropout rate is 0%.  
100% of students are on the Foundation H.S. Program (DLA) Graduation Plans.  
Masters Grade levels in HJH

### Student Achievement Weaknesses

# Comprehensive Needs Assessment

Based on the 23-24 TAPR report, there is a sharp decrease between meets and masters on the STAAR test.

## Student Achievement Needs

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

There is a need to provide additional support for students who are need of intervention.

## Student Achievement Summary

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

# School Culture and Climate

## School Culture and Climate Data Sources

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

## School Culture and Climate Strengths

Students feel safe. (87%)  
Students feel like they have someone to talk to. (82%)  
Students feel staff encourages them to do their best. (80%)

## School Culture and Climate Weaknesses

# Comprehensive Needs Assessment

Support for staff in SEL training.

## School Culture and Climate Needs

There is a need to communicate the reasons for the rules and expectations.  
Using a pre- and post-survey in early fall and before testing "season" would be helpful.

## School Culture and Climate Summary

Overall, students feel safe, encouraged, and that they have someone they can go to if they have problems or need help.

# Staff Quality, Recruitment and Retention

## Staff Quality, Recruitment and Retention Data Sources

Highly Qualified Staff  
Teacher Turnover Rates

## Staff Quality, Recruitment and Retention Strengths

The district has an experienced staff. The average years of experience=14 years; state average = 11 years.  
HISD teachers with 10 years or less experience=29%; state=56%.  
Turnover rate for Teachers is less than the state average. HISD=8%; state average=21%.

## Staff Quality, Recruitment and Retention Weaknesses

Only 8.5% of staff have Master's Degree; state=25%.  
Average years of experience of Principals (3.8 years) is lower than the state average (6.1 years).

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Needs

There is a need to review extended education opportunities for staff.  
There is a need to highlight our classrooms in order to draw attention to our district.

## Staff Quality, Recruitment and Retention Summary

Harleton ISD has a quality and experienced staff. Increasing the tenure of principals in the district is an area of growth.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Data Sources

Disaggregated STAAR Data

## Curriculum, Instruction and Assessment Strengths

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

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

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

## Curriculum, Instruction and Assessment Weaknesses

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

## Curriculum, Instruction and Assessment Needs

# Comprehensive Needs Assessment

There is a need to analyze why the percentage above state average is not as high for the Masters Grade Level Standard.  
There is a need to target Math HOT skills due to Staar data.  
All math tests masters level  
district 17% state 19%

## Curriculum, Instruction and Assessment Summary

HISD student performance is significantly higher than the state averages in all grade levels and content areas.

## Family and Community Involvement

### Family and Community Involvement Data Sources

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

### Family and Community Involvement Strengths

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

### Family and Community Involvement Weaknesses

There is a lack of training opportunities for families on how to support learning at home.

### Family and Community Involvement Needs

# Comprehensive Needs Assessment

## Family and Community Involvement Needs (Continued)

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

## Family and Community Involvement Summary

HISD has great support from the parents, families, and the community. More training opportunities are needed to give parents the ability to better support the learning of their children. Strategies are needed to support families of the Economically Disadvantaged student group.

## School Context and Organization

### School Context and Organization Strengths

Open communication.  
Staff feels supported.  
HISD makes data driven decisions.

### School Context and Organization Weaknesses

There is a lack of program evaluations,  
There is a lack of monitoring of our goals.

### School Context and Organization Needs

Vertical Alignment should be implemented in reading and math.

## School Context and Organization Summary



# Comprehensive Needs Assessment

HISD will assess our curriculum and programs.

## Technology

### Technology Data Sources

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

### Technology Strengths

The number of technology devices are greater than 1-to-1.  
Technology devices are two years old or newer.  
Infrastructure  
There is wifi in all classrooms with adequate bandwidth.  
Staff have adequate devices.

### Technology Weaknesses

There is a perceived lack of available student devices.  
Recent cyber attacks on other schools has caused HISD to need to better prepare for cyber attacks.

### Technology Needs

There is a need to provide clear communications regarding the availability of technology devices.  
There is a need to provide additional technology training for staff.  
There is a need to prepare against a possible cyber attack.

### Technology Summary

# Comprehensive Needs Assessment

Harleton ISD has very good availability to technology devices and wifi access.  
Staff will benefit from additional training for technology integration and how to access online resources.

## Other

### Other Strengths

#### Facilities Strengths

Air purifiers are provided throughout the district.  
Sanitizing practices are in place.

#### School Safety

A safety team has been established and a plan written.  
School guardians have been trained.

### Other Weaknesses

There is not enough covered outdoor spaces.

### Other Needs

There is a need to replace old doors.

### Other Summary

HISD is continuing to provide safety safety features.

# Comprehensive Needs Assessment Data Sources

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

# HARLETON ISD

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

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

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

# HARLETON ISD

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

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

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

# HARLETON ISD

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

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

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

# HARLETON ISD

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

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

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

# HARLETON ISD

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

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

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



# HARLETON ISD

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

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

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

# HARLETON ISD

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

**Objective 3.** The Total Credit for CCMR Criteria will increase to 90% on the next accountability report.

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

# HARLETON ISD

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

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

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

# HARLETON ISD

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

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

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

# HARLETON ISD

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

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

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

# HARLETON ISD

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

**Objective 1.** Increase perceptions of having a positive school climate by 10% in the 2023-2024 school year.

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

# HARLETON ISD

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

**Objective 1.** Increase perceptions of having a positive school climate by 10% in the 2023-2024 school year.

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

# HARLETON ISD

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

**Objective 1.** Increase perceptions of having a positive school climate by 10% in the 2023-2024 school year.

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



# HARLETON ISD

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

**Objective 1.** Increase parent, family, and community engagement by 10% during the 2023-2024 school year.

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

# HARLETON ISD

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

**Objective 1.** Increase parent, family, and community engagement by 10% during the 2023-2024 school year.

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

# HARLETON ISD

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

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

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

# HARLETON ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Federally funded grants will be submitted for Title funds, as well as, other funding opportunities that apply. (Title I SW Elements: 1.1) (Target Group: ECD,ESL,Migrant,EB,SPED,GT,CTE,AtRisk,Dys,504) (Strategic Priorities: 2)	Region 7 ESC, Superintendent	As required	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free, (F)Title VI, Part B Rural/Low Income, (L)Instructional Funds, (S)GT Funds, (S)State Compensatory	Criteria: List of grants  Formative - Copies of the grants will be given to the superintendent as they are completed.
7. The District will conduct a Business Case Efficiency Audit with Ideal Impact, to measure efficiency in order to effectively cut costs where available. (Target Group: All)	Business Manager, Directors, Principal(s), Superintendent	November 2022	(S)Local Funds	Criteria: Audit report  Formative - Findings will be presented to the Board to determine if any strategies can be implemented for cost savings.
8. The District will utilize Ascender Software to increase efficiency and effectiveness of district operations. (Target Group: All)	Business Manager, Superintendent	Ongoing	(S)Local Funds	Criteria: Finance report  Formative - Monthly analysis of budget

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

## Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support  
and retain teachers  
and principals



Build a foundation  
of reading  
and math



Connect high  
school to  
career and college



Improve  
low-performing  
schools

## Enablers



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



Ensure **compliance**, effectively **implement legislation**  
and **inform** policymakers



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

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