

Huntsville Independent School District

District Improvement Plan

2025-2026



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	6
District Processes & Programs	8
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	16
Goal 1: ACADEMIC PERFORMANCE All students will achieve academic success and demonstrate growth.	16
Goal 2: SAFE SCHOOLS All schools will promote nurturing, safe and secure places for students, staff and parents.	28
Goal 3: COMMUNITY INVOLVEMENT The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.	32
Goal 4: RESOURCES The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.	37
Goal 5: STAFF The District will retain and recruit qualified staff that will maintain standards that foster student academic and social success.	41
State Compensatory	46
Budget for District Improvement Plan	46
Personnel for District Improvement Plan	46
Title I Personnel	50
Assurances	51
Statutorily Required Assurances	51
District Funding Summary	52
Addendums	56

Comprehensive Needs Assessment

Revised/Approved: May 7, 2025

Demographics

Demographics Summary

Located in Walker County, north of Houston, Huntsville, Texas has a population of 48,552. The median household income is \$45,401 with a poverty rate of 24.4%. Approximately 87% of the citizens have a high school diploma or greater and 26% have a B.S. or higher. The three top employers are Texas Department of Criminal Justice (4372), Sam Houston State University (2417), and Huntsville Independent School District (980).

Our district spans 650 square miles and consists of 6 brick and mortar campuses and 3 online campuses. The total student enrollment has fluctuated over the last 3 years 11,273 (2023) and 11,296 (2024) and 10,962 (2025) . In 2025 the enrollment at the brick-and-mortar campuses increased 23 students while the online campuses reflected a decrease of 334 students. TAPR data for the 2023-2024 school year reflected an ethnic breakdown of 21.4% African American, 40.4% Hispanic and 31.9% White. 68.2% of our students are Economically Disadvantaged, 14.9% are Emergent Bilingual, 57.6% are considered at-risk, 3.5% are homeless, 0.1% are in foster care, 8.8% are Section 504, 5.4% are dyslexic and 14.7% receive special education services. Of the 1659 students receiving special education services, the primary disabilities identified are 47%-intellectual, 19.7% - behavioral, 12.3%-physical, 20.1%-Autism and 1%- Non-categorical early childhood. The district's mobility rate for 22-23 was 19.3% which exceeds the state rate of 16.1%. A continuum of special education services is provided for eligible students.

Our district has an Early Exit model for the bilingual program in Spanish for grades PK-5 and has applied for a Bilingual Exception/ESL Waiver every year for the past 13 years. ESL services are offered to eligible students with languages other than English. There are over 35 different home languages other than English in the district. Spanish, Arabic and Urdu are the top three. The district will continue to work to make communications available in Spanish, as well as other languages.

80.6% of our students graduated on the distinguished level achievement plan, 1.3% graduated with the foundational plan with an endorsement, 18.1% graduated on the foundation plan without an endorsement. The 4-year graduation rate increased 0.5% from the class of 2022 to the class of 2023. Our attendance rate for 2022-2023 was 96.1% which was higher than both the state and the region. The Chronic Absenteeism for 2022-2023 was 12.3%, up 1.2% from the 21-22 SY but less than the state and the region. The high school dropout rate increased 1% from 2.9% in 21-22 to 3.9% in 22-23. 75.9% of the Class of 2023 were College, Career or Military Ready, which was an increase over the prior year.

The teaching staff is 72.5% female and 27.5% male. The percent of teachers with a masters degree has decreased from 14.9% (2023) to 13% in 2024. The

turnover rate for teachers was 29.4%, which is a 3.5% decrease over the prior year. The teaching staff is 16.5% African American, 12.3% Hispanic and 69.7% White and .5% Asian, and .2% Pacific Islander, and .7%. 2 or more races. The turnover data indicates a need to continue to provide the teacher mentor program because of its positive impact. The district uses and will need to continue to use the Instructional Coaching model, a student data system, such as Eduphoria and the Professional Learning Communities framework, professional development, and other instructional supports to build teacher capacity and increase teacher retention.

The Sustainable Residency Continuation Grant program and the Teacher Incentive Allotment are district retention and recruitment tools that will need to be continued to provide quality teachers for our students.

The district will continue to address identified needs for a more robust Pre-AP program and test preparation for AP math and science students. The district will continue to provide ongoing support and professional development for all personnel working to provide effective bilingual and ESL programs to meet the second language acquisition needs of our students.

The district will develop strategies to address identified needs for a more robust Pre-AP program and test preparation for AP math and science students. District ongoing support and professional development for all personnel working to provide effective bilingual and ESL programs to meet the second language acquisition needs of our students continues to be a need.

Demographics Strengths

The Region 6 Service Center and Sam Houston State University are located in our school district. The ability to collaborate with these two entities is a benefit to our district. “A Time 2 Read” volunteer program supports second graders in all 4 elementary schools. The “A Time to Read” program has over 200 volunteers who work with second graders at all 4 local elementary campuses to support literacy instruction.

Our Social Services Dept. and church partnerships all work to support the students and staff in the district. The Walker County Chamber of Commerce Promoting our Positives (POP) committee supports and advocates for our students and our schools. The Huntsville Education Foundation (HEF) provides grants to HISD teachers to implement innovative instruction.

Huntsville Elementary, Mance Park Middle and Scott Johnson Elementary have all attained Model PLC School status through Solution Tree.

Positions funded with the state special allotment and federal funds are evaluated every year for necessity and effectiveness. The district will continue to provide extracurricular and co-curricular activities to students. Over 1,450 students participate in 23 athletic programs offered by the district. The Huntsville Hornet Military Marching band has over 170 members.

Our district provides:

- 12 of the 14 career clusters recognized by TEA.
- 18 programs of study in Career and Technical Education.
- 12 Advanced Placement (AP) courses.
- Dual Credit partnerships with Lone Star College, Sam Houston State University, and Lamar University.
- OnRamps partnership with the University of Texas. Courses include US History and Arts and Entertainment.
- Full day Pre-Kindergarten with >78% of the students “kindergarten ready” by the end of the year
- Interventionists (academic) for grades K-8 and Instructional Coaches PreK-12
- Bilingual Instructional Specialist
- Safety Town – A health and safety program for 1st graders in collaboration with community partners
- Social Services Department

The Class of 2024 earned over 7.6 million dollars in scholarships. 9 students from the Class of 2024 were awarded the Smith Hutson scholarship through Sam Houston State University.

The district Unified Basketball team returned to the State tournament in 2024 and 2025 placing 2nd in the state.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In the 2023 RDA, the district has been identified as significantly disproportionate in areas 14 and 18 for SPED African American ethnicity.

Root Cause: Fidelity of implementation of behavior MTSS and alternate consequences. Fidelity of implementation of Tier I SEL.

Student Learning

Student Learning Summary

The continued collaborative revision of our district aligned curriculum documents helped address the academic needs evidenced in the 2023 STAAR scores. More revisions will be made to the documents this year based on student data and feedback from teachers. Work will continue to refine the MTSS process at each campus to ensure that strategies and processes are in place. To meet the defined needs, instructional support for the staff will be delineated and students will continue to receive targeted intervention/enrichment. Social and emotional needs will continue to be addressed as this continues to be a need. Specific social/emotional curriculum has been implemented for Tier 1 instructional needs. Resources to support this endeavor will continue to be evaluated through our district MTSS committee. In addition, the district provides Home/School Liaisons to support students/families by connecting them to community resources, meeting immediate physical needs, and providing other supports that ensure students' basic needs are met for them to attend school ready to learn.

The 2024 results of our Special Education students on All Grades All Subjects (39% Approaches, 20% Meets, 4% Masters) showed slight decline from the prior year (43% Approaches, 24% Meets, 7% Masters). These results indicate the need to continue focusing on our programming in place for these students. We must make sure Individualized Education Plans (IEP's) are being followed and accommodations are being carried out with fidelity.

Our Emergent Bilingual students' (EB) performance on 2024 STAAR All Grades All Subjects (60% Approaches, 29% Meets, 6% Masters) decreased in all 3 performance levels compared to 2023 (64% Approaches, 32% Meets, 9% Masters). The district utilizes an EL Instructional Specialist and Bilingual Instructional Coach to address identified needs, monitor program implementation, provide ongoing professional development, coaching and instructional support for teachers of EB students. Due to district realignment and restructuring, the current bilingual program will now serve PK-5 students.

The district percent of College, Career, and Military Ready Graduates increased from 66.3% in 2022 to 75.9% in 2023. The online high school continues to investigate ways their students can earn CCMR points and has made significant gains. They are limited to the approved online courses through the state. The district has worked to provide and increase opportunities and resources for students to become college, career and military ready. A district team meets routinely to address this issue.

2024 STAAR results for EOC's showed increases over their prior year for Algebra I, Biology, US History and English 2 and STAAR increased in Grade 4 Reading. District 3-8 STAAR results showed decreases in all other tested areas.

Student Learning Strengths

2024 STAAR results for EOC's showed increases over their prior year for Algebra I, Biology, US History and English 2 and STAAR increased in Grade 4 Reading.

EOC Biology showed an overall increase in performance levels at the approaches and meets level. EOC Algebra I and English 2 increased in all performance levels or remained the same.

The collaborative work of the teachers and instructional coaches within their professional learning communities has resulted in improved lesson design, lesson planning, lesson implementation, formative and summative assessment, data analysis, targeted intervention, and enrichment. Support of this work will need to continue to increase teacher capacity and improve academic achievement.

A shift to student-owned learning is continuing to be a focused area for student growth. Students are tracking their learning and determining their areas of strength and the areas in which they need more instruction and support. This work will need to continue to develop and be supported to increase its effectiveness, student growth and student achievement.

Percent of students participating in AP testing increased from 8.6% in 2022 to 12.5% in 2023.

Graduation rate increased .5% in 2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2024 STAAR All Students, All Subjects approaches and above performance level decreased to 66% from 70% the prior school year.

Root Cause: Need to increase differentiated Tier 1 instructional support for new and DOI teachers in order to improve lesson planning, lesson implementation and student achievement.

Problem Statement 2 (Prioritized): For all grades and all subjects on STAAR 2024, 60% of the Emergent Bilingual (current & monitored) students were at the approaches standard, 29% at meets and 6% at masters.

Root Cause: Lack of consistent implementation and monitoring of EB strategies and best practices at the Tier 1 level. The availability to have certified bilingual and ESL teachers also impacts student performance.

Problem Statement 3 (Prioritized): For all grades and all subjects on STAAR 2024, 39% of the Special Education students were at the approaches standard, 20% at meets and 4% at masters. These were decreases from 2023 and continue to fall below the state average.

Root Cause: Differentiating instruction and lack of understanding and implementation of IEP's with fidelity.

Problem Statement 4 (Prioritized): 3-8 Reading STAAR scores decreased by 5% from 2023 to 2024 and is 10% below the State average.

Root Cause: Uniformity in Reading diagnostics/screeners across all campuses and grade levels and fidelity of implementation of district approved Reading curriculum. Quality of Tier 1 instruction and high number of DOI and first year teachers.

District Processes & Programs

District Processes & Programs Summary

Currently the district is using common formative assessments, unit tests, benchmarks, iReady to assess student progress and learning. The results are used to plan instruction, interventions and extensions. Local assessments are aligned to the written curriculum. The district has provided uniform resources across the 4 elementary campuses and aligned those resources to include PK and 5th grade at each campus. Only research based instructional resources that are aligned with the state standards are purchased and distributed to campuses. Training for the resources is scheduled and delivered in a manner that is deemed to be most effective. Instructional coaches are provided on campuses to support teachers in planning, delivering and evaluating quality lessons aligned to the curriculum. The district also works with various consultants to provide ongoing leadership development and support to review the progress of the campuses and the district. These consultants are vital to the continued growth and progress of the instructional achievement of the district. Principals are then using information from the leadership coaching and training to guide their campuses on next steps to improve overall student learning and teacher instruction. The PLC framework aides in building the capacity of teachers to better plan, implement and assess instruction.

Istation is provided for our early childhood EBs. Rosetta Stone is provided for older students. Summit K-12 is to support English Language Acquisition for all EB students in grades 2nd -12th to prepare them for the TELPAS assessment.

The district has provided a Director of Professional Learning who will help develop and oversee a new teacher support program. The results of the program will be monitored and evaluated to determine its effectiveness. In addition, the district level committee has expanded and modified the Teacher Incentive Allotment (TIA) program to enhance recruitment and retention efforts by increasing the number of teachers eligible to earn TIA designations. The district continues to broaden its reach in regard to job fairs and other networking sources to fill open positions with qualified and effective teachers. The district is continuing its TCLAS Resident Program. The district will pay 5 residents \$20,000 a year in the effort to retain them as teachers long term.

The district has provided written procedures and expectations regarding Curriculum and Instruction. The district is continuing to evaluate and revise some district processes/procedures, while identifying other processes/procedures that need to be clearly articulated and communicated. The district has also created the HISD Curriculum Management System (CMS) to house all district curriculum documents for teachers to use to plan instruction. The system is reviewed and updated, as needed.

Capturing Kids Hearts (CKH) has been rolled out across all grade levels district-wide and Quaver (PK-5) continue to be used to help address the social and emotional needs of our students and to remove potential barriers to student achievement. The district needs to develop a plan and provide resources and training in culturally responsive classrooms/campuses to address the needs of the under-performing student groups. The social/emotional component of Edgenuity continues to meet the needs of students participating in the Disciplinary Alternative Education Program and for special programs. A Community in Schools

representative has been added to the high school campus to support the social and emotional students on that campus with community support. The district is exploring additional research-based program interventions at identified campuses to address the ongoing social and emotional needs of students and Tier I support for staff.

The district Rtl Handbook has been completed. Ongoing training and support need to be provided to ensure the understanding and effective implementation of the program. Systems need to be developed to monitor the effectiveness of the program.

The district needs to provide a professional development plan that addresses all levels of teacher experience, as well as specific teacher needs. Professional development should be personalized for teachers. More parent support, outreach, and training needs to be provided (classes, meetings, round table discussions). There is discussion of forming a parent advisory committee to gather parent input and ideas.

District Processes & Programs Strengths

The New Teacher Academy has been created for teachers who are new to the profession and will support all new teachers in their first (2) years. The district uses the T-TESS teacher evaluation system to support teacher growth by identifying areas for refinement and reinforcement. T-TESS walkthrough and evaluation forms are being evaluated for effectiveness and revised when necessary.

Campus-based instructional coaches are provided to support teachers in lesson planning, lesson implementation and assessment. The coaches work closely with the district and campus administration to align instruction and resources.

The teacher turnover rate decreased by 1% from the previous year. The district has initiated a variety of steps to address the needs of the district. An increase in the bilingual educators stipend and the expansion of who qualifies for the stipend was approved by the Board . The district has increased the urgency and focus on obtaining employees voice and concern. With the input of the new HRIS Operating system, the district is striving for greater accuracy with all data to ensure greater customer service for all employees.

The district has also hired a Director of Professional Learning to develop and coordinate an exceptional district professional development plan. In addition, the new Director will also provide streamlined mentorship and professional learning to all 1st year teachers and teachers who are hired under the umbrella of District of Innovation. The district will pilot a new MobileMind Professional Learning HUB for all teachers. This HUB will provide micro-learning courses on a broad range of "need to know" topics for new teachers. The district hopes to expand the learning HUB to include all staff within the district once the pilot has been completed this year.

The district will continue to find ways to support teachers of all experience levels. Improved campus leadership has resulted in a positive climate and instructional practices. The district is consolidating two campuses and adding a 5th grade to all elementary campuses and a 6th grade to the district middle school. The

purpose is to limit the amount of transitions for students and to maximize resources for the district. In addition, employees will have an opportunity to truly make an impact with students over the course of their educational career.

The district continues to build the capacity of its instructional coaches by providing professional learning opportunities through the use of various content, instructional, and coaching consultants.

Professional Learning Communities continue to be beneficial to the teachers and campuses. The scheduled time allows staff to discuss and plan for instructional lessons, interventions, and enrichments.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): 2024 STAAR scores for ALL students in Math are 15% lower in Meets Grade Level than the state average and 18% lower than the average within Region 6.

Root Cause: Limited access to experienced and fully certified teachers in core content areas.

Problem Statement 2 (Prioritized): The teacher turnover rate for 2024 was 29.4% which is 10.3% higher than the state average.

Root Cause: Inconsistencies across the district in providing differentiated support to new teachers and DOI teachers who have not received traditional educator preparation prior to entering the classroom.

Perceptions

Perceptions Summary

Vision may be revised~

Vision: All students thrive as lifelong learners and global citizens prepared for the futures they create.

Mission:

In HISD, we believe in the power of education to transform lives by instilling a love for learning, nurturing leadership qualities and providing a safe environment, and foundation for success. We are dedicated to Building Champions who will make positive contributions to their communities and the world beyond while fostering personal growth, celebrating diversity and instilling a sense of civic responsibility. Our mission is to graduate well-rounded individuals who not only excel academically but also possess strong character, integrity and a commitment to making a positive impact on society.

Beliefs:

1. All students can learn.
2. All students deserve opportunities to take ownership of their learning.
3. Diversity is essential to dynamic learning environments.
4. Real world applications connect all students to content and skills.
5. All students are best served in schools by building positive relationships and connections inside and outside of school to help prepare them for the real world.
6. All teachers are facilitators guiding students to deeper, profound learning through differentiated, meaningful lessons.
7. Teamwork, resources, and communication are essential at all levels

The community has been very supportive of the district and campuses. Church and business partners continue to support the efforts of the district through teacher appreciation events, student rewards, school store donations, etc. Hundreds of community members participate in the A Time to Read program that supports second grade literacy. Student growth led to increased accountability ratings for most of the campuses. The district was the presenting sponsor for CASA's All About Kids Expo. The event helped to connect community members to a wide range of activities and resources for kids that are available in Huntsville. The district needs to continue its efforts to engage families and the community in the education of our students. Holding campus and district level events will provide opportunities for all stakeholders to support student learning.

Perceptions Strengths

The HISD community overwhelmingly passed a school bond issue in May of 2021. Projects began in the summer of 2022 and continued throughout the 2023-2024 school year. In the last six months, we have opened several of our new and renovated facilities that provide safe modern spaces that our students, staff and community which has increased a sense of pride. These include the well received (and first ever) Huntsville ISD Stadium and Baseball and Softball Complex. We are looking forward to opening our district's new Performing Arts Center (PAC) at Huntsville High School.

The new campus alignment begins this 2024-25 school year, which will reduce the number of transitions for our students.

The district staff and community supported our Hornet student-athletes by attending district, area regional and state events across the state. The district is now known for Building Champions in the classroom and in academic and athletic competitions. Hornet Champions are also experiencing success in fine arts and CTE competitions.

Partnerships have been fostered with local media, Henson Motors, Wiesner of Huntsville, Huntsville Toyota, Homes for Heroes, A Time2Read, Sam Houston State University and the Walker County Chamber of Commerce, local churches and other community groups to support the students and staff of HISD.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on 2023 data, the risk ratio of Out of School Consequences (OSS Removal) for African American in Special Education is has increased from 2.6 to 3.3 from 2020-21 to 2023-24.

Root Cause: Lack of consistent ongoing cultural awareness training for teachers and staff that focuses on working with students of different backgrounds- socio-economic status, race and ethnicity.

Priority Problem Statements

Problem Statement 1: For all grades and all subjects on STAAR 2024, 60% of the Emergent Bilingual (current & monitored) students were at the approaches standard, 29% at meets and 6% at masters.

Root Cause 1: Lack of consistent implementation and monitoring of EB strategies and best practices at the Tier 1 level. The availability to have certified bilingual and ESL teachers also impacts student performance.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: For all grades and all subjects on STAAR 2024, 39% of the Special Education students were at the approaches standard, 20% at meets and 4% at masters. These were decreases from 2023 and continue to fall below the state average.

Root Cause 2: Differentiating instruction and lack of understanding and implementation of IEP's with fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 2024 STAAR scores for ALL students in Math are 15% lower in Meets Grade Level than the state average and 18% lower than the average within Region 6.

Root Cause 3: Limited access to experienced and fully certified teachers in core content areas.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: The teacher turnover rate for 2024 was 29.4% which is 10.3% higher than the state average.

Root Cause 4: Inconsistencies across the district in providing differentiated support to new teachers and DOI teachers who have not received traditional educator preparation prior to entering the classroom.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: 3-8 Reading STAAR scores decreased by 5% from 2023 to 2024 and is 10% below the State average.

Root Cause 5: Uniformity in Reading diagnostics/screeners across all campuses and grade levels and fidelity of implementation of district approved Reading curriculum. Quality of Tier 1 instruction and high number of DOI and first year teachers.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Based on 2023 data, the risk ratio of Out of School Consequences (OSS Removal) for African American in Special Education is has increased from 2.6 to 3.3 from 2020-21 to 2023-24.

Root Cause 6: Lack of consistent ongoing cultural awareness training for teachers and staff that focuses on working with students of different backgrounds- socio-economic status, race and ethnicity.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 2024 STAAR All Students, All Subjects approaches and above performance level decreased to 66% from 70% the prior school year.

Root Cause 7: Need to increase differentiated Tier 1 instructional support for new and DOI teachers in order to improve lesson planning, lesson implementation and student achievement.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.





Performance Objective 1: Increase the percent of students at each of the Approaches, Meets, and Masters Level on STAAR by 5%. (Domain I)

Evaluation Data Sources: Data from district and state assessments.

Strategy 1 Details	Reviews			
Strategy 1: District leadership team will analyze district and state level assessments to create a plan of action centered on increasing the percentage of students meeting the state and district standards. Strategy's Expected Result/Impact: Increased student achievement in all core areas. Staff Responsible for Monitoring: Director of Teaching & Learning Results Driven Accountability Problem Statements: District Processes & Programs 1, 2 Funding Sources: STRIVE Accountability Coaching & Workshops - 255 - Title II, Part A - \$36,600	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Kindergarten through grade 12 teachers will utilize student data from benchmarks, common formative assessments, etc. to analyze student performance, instructional effectiveness, and provide research-based interventions and progress monitoring. Strategy's Expected Result/Impact: Increased student achievement through targeted instruction/interventions. Staff Responsible for Monitoring: Director of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement the district-wide, systemic Response to Intervention (RtI) model for academic and behavioral needs to include research based interventions, progress monitoring for identified students, and social and emotional curriculum and supports. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: 504, Dyslexia, and RTI Coordinator Funding Sources: PBIS Conference - 289 - Title IV, Part A, Sub 1 - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Communicate and monitor fidelity of district-wide instructional and behavioral systems through School Improvement for All (SIFA) checks to increase student achievement, review progress, and determine next steps. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Director of Accountability and Assessment Funding Sources: Leadership Retreat /Meeting expenses - 255 - Title II, Part A - \$10,410	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Monitor interventions and academic and behavioral progress for students placed in a DAEP who meet the requirements stated in Chapter 37.006, TEC and implement transition plans for each student upon their return to their home campus from DAEP. FTE 8 Strategy's Expected Result/Impact: Increased student achievement ,attendance and graduation rates; reduced recidivism and dropout rates Staff Responsible for Monitoring: Director of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide all day Pre-K for eligible students who are identified as At-Risk. FTE 8.5 Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Director of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Provide core academic interventionists to increase student achievement and graduation rate. Strategy's Expected Result/Impact: Increase student academic achievement through one-on-one student instruction. Staff Responsible for Monitoring: Director of Teaching & Learning Funding Sources: RTI Specialist & Reading Interventionist MPMS & HHS - 211 - Title I, Part A - \$154,722	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide high-quality, academic instructional coaches to support teachers through professional development, mentoring and modeling and provide quality professional development for instructional coaches to support teachers. Strategy's Expected Result/Impact: Increase student academic achievement through one on one teacher training and support Staff Responsible for Monitoring: Director of Teaching & Learning Funding Sources: EB Instructional Coach - 255 - Title II, Part A - \$54,887	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Continue to monitor and address dropout and dropout recovery each grading period. Strategy's Expected Result/Impact: Reduction in dropout rate. Increased student achievement and attendance. Staff Responsible for Monitoring: Director of Teaching & Learning Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Continue the Hornet Success Academy alternative education program to support identified at risk students in earning their high school diploma. (required strategy: address dropout rate) Strategy's Expected Result/Impact: Increase the graduation rate Reduce the dropout rate. Staff Responsible for Monitoring: Director of Teaching & Learning Results Driven Accountability Funding Sources: HSA Supplies - STARR Blitz and Mastery Prep Materials - 289 - Title IV, Part A, Sub 1 - \$10,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Provide materials, resources, training, ongoing support and access to a variety of well-rounded educational and social-emotional learning resources and opportunities that will enrich the curriculum and educational experiences for students. Strategy's Expected Result/Impact: All students will have access to quality instruction and a well-rounded education. Academic achievement will increase Staff Responsible for Monitoring: Director of Teaching & Learning Funding Sources: Google Education - 289 - Title IV, Part A, Sub 1 - \$29,250, Supplies and resources for Fine Arts education, Honor Choir Stipends - 289 - Title IV, Part A, Sub 1 - \$14,000, Spelling Bee - 289 - Title IV, Part A, Sub 1 - \$1,200	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Continue to implement and monitor the instruction and assessment of foundational place value (TEK 3.2A) in grades 1-3. Strategy's Expected Result/Impact: Academic achievement in math will increase Staff Responsible for Monitoring: Director of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Develop and provide summer school programs focused on intervention needs, support for credit recovery, and enrichment opportunities. Strategy's Expected Result/Impact: Increased student achievement Increased graduation rate Staff Responsible for Monitoring: Director of Teaching & Learning Results Driven Accountability Funding Sources: EB Camp Salaries, Supplies, & Snacks - 263 - Title III, Part A - \$6,336, Summer School - State Comp Ed - \$310,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 1: 2024 STAAR scores for ALL students in Math are 15% lower in Meets Grade Level than the state average and 18% lower than the average within Region 6. Root Cause: Limited access to experienced and fully certified teachers in core content areas.

District Processes & Programs
Problem Statement 2: The teacher turnover rate for 2024 was 29.4% which is 10.3% higher than the state average. Root Cause: Inconsistencies across the district in providing differentiated support to new teachers and DOI teachers who have not received traditional educator preparation prior to entering the classroom.

Goal 1: ACADEMIC PERFORMANCE





All students will achieve academic success and demonstrate growth.

Performance Objective 2: Increase the percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Level on STAAR by 5%. (Domain III)

Evaluation Data Sources: Data from district and state assessment.

Strategy 1 Details	Reviews			
Strategy 1: Increase student achievement through ongoing, in person and online professional development for teachers and all instructional staff with an emphasis on Instructional Leadership, Tier 1 Instruction, Classroom Management and Social/Emotional Learning. Strategy's Expected Result/Impact: Increase capacity of all instructional staff which will result in increased student achievement. Increased availability of professional development offerings for staff. Staff Responsible for Monitoring: Director of Professional Development Funding Sources: Training & TIII Symposium for EB Director - 263 - Title III, Part A - \$1,000, PD, Books and Supplies for ICs and Campus Leaders - 255 - Title II, Part A - \$40,281	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase technology integration into teaching and learning through sustained professional development. Strategy's Expected Result/Impact: Increase teacher capacity to integrate technology. Increase student achievement and college & career readiness. Staff Responsible for Monitoring: Executive Director of Technology	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor fidelity of implementation of accommodations and classroom support strategies for students with disabilities for effectiveness, student progress, and adjustments in student support plans as appropriate. Strategy's Expected Result/Impact: Increased student achievement of Special Education students. Reduced number of disciplinary removals of Special Education students. Staff Responsible for Monitoring: Director of Special Education Results Driven Accountability Funding Sources: - IDEA B	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Develop a targeted and differentiated professional development plan for classroom teachers. Implement the New Teacher Academy for first year teachers, and District of Innovation (DOI) teachers. Provide extended learning opportunities through the MobileMind Learning HUB. Strategy's Expected Result/Impact: Increased teacher quality and effectiveness Increased teacher retention Increased student achievement Staff Responsible for Monitoring: Director of Professional Development	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue professional development for teachers of EB students on sheltered instruction, ELPS, PLDs and other research-based strategies to increase student achievement. Continue PD specific to the bilingual program such as building a foundation in Spanish literacy and transitioning from Spanish to English. Strategy's Expected Result/Impact: Increase English language acquisition and student achievement of EBs. Staff Responsible for Monitoring: Director of Emergent Bilingual Results Driven Accountability Funding Sources: Title III Symposium - 263 - Title III, Part A - \$2,038	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Implement and monitor a district English language acquisition progress monitoring system and provide training on interpreting language data and using it to inform instruction. (Summit K12, TELPAS Bootcamp, PLDs) Strategy's Expected Result/Impact: Increase number of EBs meeting TELPAS progress Increased student achievement Staff Responsible for Monitoring: Director of Emergent Bilingual	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Monitor and provide support for the Bilingual/ESL programs working to identify and address areas of need related to second language acquisition strategies, student achievement, and program improvements. Strategy's Expected Result/Impact: Increased achievement of EBs in all content areas. Staff Responsible for Monitoring: Director of Emergent Bilingual Results Driven Accountability Funding Sources: Rosetta Stone - 263 - Title III, Part A - \$6,000, Instructional Supplies - 263 - Title III, Part A - \$0	Formative			Summative
	Oct	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Hire and retain Bilingual Classroom Instructional Assistants to supplement instruction for EBs. Strategy's Expected Result/Impact: Increased academic achievement for EBs. Increased number of EBs meeting TELPAS progress measure. Staff Responsible for Monitoring: Director of Human Resources Funding Sources: Bilingual IAs - 263 - Title III, Part A - \$110,187	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Ensure students experiencing homelessness are monitored and supported to reduce the dropout rate (include in monthly campus check-ups) Strategy's Expected Result/Impact: Reduced number of Homeless dropouts Increased achievement of students experiencing homelessness Staff Responsible for Monitoring: Director of Accountability and Assessment Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Provide a GT Specialist to support classroom teachers with the development and implementation of instructional strategies to meet the needs of our gifted learners. Strategy's Expected Result/Impact: Increase in the percentage of gifted students scoring at the masters level. Staff Responsible for Monitoring: Director of Teaching & Learning Funding Sources: GT Specialist Salary - 255 - Title II, Part A - \$54,612	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: ACADEMIC PERFORMANCE





All students will achieve academic success and demonstrate growth.

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

HB3 Goal

Evaluation Data Sources: CCMR Data

Strategy 1 Details	Reviews			
Strategy 1: Exposing and offering students the opportunity for success beyond high school by providing coursework and job related activities to increase acceptance and participation in colleges, universities, technical schools and the military. Strategy's Expected Result/Impact: Increased number of students that graduate college, career or military ready. Staff Responsible for Monitoring: Director of Teaching & Learning Funding Sources: College Bridge - 289 - Title IV, Part A, Sub 1 - \$10,125, Honest Game - 289 - Title IV, Part A, Sub 1 - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure the systematic data review and monitoring of individual EBs, and other special populations at the high school level to ensure they are on track to graduate college and career ready with their cohort. Strategy's Expected Result/Impact: Increased number of EBs and other special populations graduating with their cohort Increase in the number of EB and OSP college and career ready graduates Staff Responsible for Monitoring: Director of Accountability and Assessment Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide course opportunities for college and career investigation/assessment by the end of students 8th grade year to ensure every student has an aligned program of study so they graduate as a Completer. Strategy's Expected Result/Impact: Increased number of students that graduate college and career ready. Staff Responsible for Monitoring: Director of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Ensure 90% of students graduate earning a CCMR point. Strategy's Expected Result/Impact: Increased number of students that graduate college and career ready. Students scheduled to earn CCMR credit. Staff Responsible for Monitoring: Director of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 4: Increase the percent of students on track for reading (PK-K) or reading on grade level (1-8) by 5%. (HB 3 Goal, Domain I)

HB3 Goal

Evaluation Data Sources: District and state assessment data.

Strategy 1 Details	Reviews			
Strategy 1: Assess Pre-K early reading skills and K-8 reading levels monthly to monitor progress and adjust instruction. Strategy's Expected Result/Impact: Increased percent of students reading on grade level in K-8. Staff Responsible for Monitoring: Director of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a plan to provide Reading Academy training to designated teachers and support staff. Strategy's Expected Result/Impact: Plan and funding in place to provide Reading Academy training to all required staff within the state time frame. Staff Responsible for Monitoring: Director of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development and instructional supports for dyslexia awareness and high-quality reading instruction for PK-2 teachers and instructional leadership. Strategy's Expected Result/Impact: Increased student achievement in reading, Identification of students in need of dyslexia services Staff Responsible for Monitoring: 504, Dyslexia, and RTI Coordinator Funding Sources: PD for Dyslexia Specialist - 289 - Title IV, Part A, Sub 1 - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 1: ACADEMIC PERFORMANCE
All students will achieve academic success and demonstrate growth.

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

High Priority

HB3 Goal

Evaluation Data Sources: District and State Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Implement the use of a universal math screener in grades K-10 to track and monitor student growth. Strategy's Expected Result/Impact: Increased student growth in math. Staff Responsible for Monitoring: Director of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide job-embedded professional development for teachers regarding the tracking, monitoring and reporting of student math and reading growth and understanding of the TEA student growth measure. Strategy's Expected Result/Impact: Increased student growth in math and reading Staff Responsible for Monitoring: Director of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				





Goal 2: SAFE SCHOOLS

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

Performance Objective 1: Implement procedures and systems that promote and support positive behaviors and social and emotional well-being.

Evaluation Data Sources: District discipline data.





Strategy 1 Details	Reviews			
Strategy 1: District personnel will review all placements to the DAEP prior to approval of all DAEP placements before an assignment is finalized. Strategy's Expected Result/Impact: Result: All DAEP placements will be appropriate. Increase in consistency and compliance with policy. Improved RDA scores. Staff Responsible for Monitoring: Deputy Superintendent Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: District Personnel will be trained on the district discipline matrix to ensure all staff have a complete understanding of definitions and descriptions of Level 1 and 2 offenses. Strategy's Expected Result/Impact: Reduction of school coded discipline offenses. Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: District Personnel will be trained to use the Capturing Kids' Hearts and Restorative Discipline to implement transformational processes focused on social-emotional well being, relationship-driven campus culture, and student connectedness. Strategy's Expected Result/Impact: Reduction in discipline incidents and DAEP referrals Staff Responsible for Monitoring: Director of Professional Development Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide safe & healthy learning opportunities and supports to support students social and emotional needs, physical health and character development. Strategy's Expected Result/Impact: Reduction in discipline referrals and improved academic performance. Staff Responsible for Monitoring: Director of Teaching & Learning Funding Sources: Quaver - Elementary Character Education - 289 - Title IV, Part A, Sub 1 - \$8,160, PE Supplies - 289 - Title IV, Part A, Sub 1 - \$10,000, Safety Education and Supplies - 289 - Title IV, Part A, Sub 1 - \$9,591, Bark for Education - 289 - Title IV, Part A, Sub 1 - \$6,050	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: SAFE SCHOOLS
All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 2: Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.





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

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for all district personnel along with training for parents and students in recognizing bullying, reporting requirements, appropriate interventions and how to monitor technology devices to identify inappropriate behaviors. Strategy's Expected Result/Impact: Reports of bullying will result in resolution and prevent future bullying. The number of bullying reports will go down. Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning Funding Sources: Counselor PD - 289 - Title IV, Part A, Sub 1 - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: SAFE SCHOOLS
All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 3: Monitor and assess the effectiveness of the district health, safety and emergency plans.

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

Strategy 1 Details	Reviews			
Strategy 1: Review written processes, training and communication plans regarding transitions, support, information and services available for other special populations (Homeless, Foster Care, Military connected) Strategy's Expected Result/Impact: Increase in student achievement, attendance and graduation rate of OSP students Staff Responsible for Monitoring: Director of Accountability and Assessment	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.

Performance Objective 1: Provide opportunities for parent and community involvement which promote academic achievement and school climate.

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





Strategy 1 Details	Reviews			
Strategy 1: Celebrate student, staff and volunteer accomplishments and establish criteria for recognitions in a variety of ways. Strategy's Expected Result/Impact: Increased opportunities to highlight and celebrate student, staff and district successes. Staff Responsible for Monitoring: Executive Director of Community Engagement	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for family involvement throughout the school year and review, revise and publish the Huntsville ISD Parent Involvement Policy. Strategy's Expected Result/Impact: Increased Parent Involvement Staff Responsible for Monitoring: Director of State and Federal Programs Funding Sources: Campus Allocations (\$2,000 per campus) - 211 - Title I, Part A - \$12,000, Childcare, Supplies, Snacks & Trans for PFE - 263 - Title III, Part A - \$500, Parent Powered Program - 211 - Title I, Part A - \$44,744	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for parents to receive up-to-date information regarding state assessment and accountability via multiple media sources. Strategy's Expected Result/Impact: Increased parent awareness of student achievement and accountability data. Staff Responsible for Monitoring: Director of Accountability and Assessment	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide a home /school liaison to support families, including those experiencing homelessness, to increase student success, encourage parent & family involvement, and to connect students and families with community resources. Strategy's Expected Result/Impact: Increased parent support and involvement. Improved student welfare & increased academic achievement. Staff Responsible for Monitoring: Director of Accountability and Assessment Funding Sources: Home/School Liaisons - Salary, Supplies & Mileage - 211 - Title I, Part A - \$180,000, Foster Care Transportation - 211 - Title I, Part A - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.

Performance Objective 2: Provide a variety of communication methods to share information with parents, students and community stakeholders.





Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for parents to learn how to pre-register their student(s) utilizing electronic submission of forms, visit campuses and meet teachers. Strategy's Expected Result/Impact: Increased student enrollment through pre-registration from Pre-K Round up and Headstart. Staff Responsible for Monitoring: PEIMS Director	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct a parent and teacher survey regarding parent and community involvement. Strategy's Expected Result/Impact: Increased parent and community involvement. Staff Responsible for Monitoring: Director of State and Federal Programs	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Review and revise the Value and Utility of parent involvement training annually. Strategy's Expected Result/Impact: Increase partnerships between parents, teachers and schools to increase student achievement. Staff Responsible for Monitoring: Director of State and Federal Programs	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Develop a plan for improved community outreach and additional supports for PFE opportunity. Strategy's Expected Result/Impact: Higher levels of Parent and Family Engagement and support for improved academic achievement. Staff Responsible for Monitoring: Director of State and Federal Programs & Executive Director of Community Engagement	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.





Performance Objective 3: Provide district and campus opportunities that encourage and support parent and family engagement in the education of their children.

Evaluation Data Sources: Parent Involvement opportunities and events

Strategy 1 Details	Reviews			
Strategy 1: Provide live streaming of board meetings and events to engage and inform district stakeholders. Strategy's Expected Result/Impact: Increased engagement by stakeholders Increased understanding of district processes and programs Staff Responsible for Monitoring: Director of Media	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to consistently produce media in multiple channels (print, video, social media, et al.) that highlights and supports district programs, events, employees and students. Find new avenues (e.g. Stadium Video board and Performing Arts Center) to share content. Encourage student, staff and family "community spirit" through engagement. Strategy's Expected Result/Impact: Increased awareness of district programs, events, and accomplishments Staff Responsible for Monitoring: Director of Media	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize hosting the Performing Arts Center, Support & Learning Center & District Athletic Facilities to help showcase Huntsville ISD to communities outside of the District. Strategy's Expected Result/Impact: Increased number of events that grant us the opportunity to enhance pride and cohesiveness in our community, and share the quality of Huntsville ISD. Staff Responsible for Monitoring: Director of Media	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 3: COMMUNITY INVOLVEMENT
The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.

Performance Objective 4: Increase community and district awareness of the Career and Technical Education programs through community event participation.

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for community members and parents to visit our CTE facilities and learn about our district programs (Huntsville Leadership Institute, Veteran Tiny House program, etc.) Strategy's Expected Result/Impact: Increased enrollment in CTE courses Staff Responsible for Monitoring: Director of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect our mission and core belief statements.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for district and campus administrators on state and federal time lines/ guidelines related to resource allocations. Strategy's Expected Result/Impact: Allocated resources will be used in accordance with state and federal guidelines to increase student achievement. Staff Responsible for Monitoring: Director of State and Federal Programs	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review allocation process and explore differentiated allocation process of district, state and federal resources. Strategy's Expected Result/Impact: Maximized use of district, state, and federal funds to increase student achievement. Staff Responsible for Monitoring: Director of State and Federal Programs	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement the use of technological devices and programs to enhance student achievement. Strategy's Expected Result/Impact: Increased student achievement through the use of technology integration. Staff Responsible for Monitoring: Executive Director of Technology	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize the Educational Service Center, Region VI, to provide additional services as needed as a means of maximizing revenues and communicate to all stakeholders their availability. Strategy's Expected Result/Impact: Increase teacher capacity through expanded training offerings Staff Responsible for Monitoring: Director of State and Federal Programs Funding Sources: ESC 6 ESSA Fee Service - 211 - Title I, Part A - \$8,700	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Staffing Plans: Conduct staffing review/audit in all areas of district operation including instruction, administration, operations, and support staff. Strategy's Expected Result/Impact: Budget coding alignment to each staff position in Skyward system. Completed staffing plan for each campus and District department Staff Responsible for Monitoring: Director of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Identify and document needs of students and programs on individual campuses that Federal resources may address. Strategy's Expected Result/Impact: Federal resources will be used to address identified student needs and increase student achievement. Staff Responsible for Monitoring: Director of State and Federal Programs	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide district level positions to secure funding, monitor all federal grant funded activities and provide specialized assistance to Title I campuses to better facilitate increasing student academic achievement. Strategy's Expected Result/Impact: Increased student academic achievement throughout the school year as evidenced by effectively and efficiently utilizing federal funding. Staff Responsible for Monitoring: Director of State and Federal Programs Funding Sources: Salary & Benefit expenses - 211 - Title I, Part A - \$80,150, Salary & Benefit expenses - 255 - Title II, Part A - \$3,400, Salary & Benefit expenses - 263 - Title III, Part A - \$3,392, Salary & Benefit expenses - 289 - Title IV, Part A, Sub 1 - \$3,392, Salary & Benefit expenses - 215 - Title I, Part D (Bayes) - \$2,250, Salary & Benefit expenses - LOCAL, Indirect Costs - 211 - Title I, Part A - \$51,411, Indirect Costs - 255 - Title II, Part A - \$8,581, Indirect Costs - 263 - Title III, Part A - \$3,637, Indirect Costs - 289 - Title IV, Part A, Sub 1 - \$3,855	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 2: Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

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

Strategy 1 Details	Reviews			
Strategy 1: Maintain standards for technology, and upgrade current technology and infrastructure. Strategy's Expected Result/Impact: Increase bandwidth between campuses and the internet. Increase student achievement and access. Staff Responsible for Monitoring: Executive Director of Technology	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Evaluate and prioritize facility maintenance throughout the district facilities. Strategy's Expected Result/Impact: Plan of action for addressing facility and equipment needs. Staff Responsible for Monitoring: Director of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue partnerships with colleges and universities providing dual credit options and funding to pay for tuition for students. Strategy's Expected Result/Impact: Evidence/Results: Increased enrollment numbers for CTE and dual credit. Increased number of course offerings. Staff Responsible for Monitoring: Director of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Allocate funds that promote academic achievement and social-emotional well being for all students. Strategy's Expected Result/Impact: Effective allocation of funds to support increased student achievement. Staff Responsible for Monitoring: Director of State and Federal Programs Funding Sources: Campus Title I Allocations - 211 - Title I, Part A - \$1,348,397	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: STAFF





The District will retain and recruit qualified staff that will maintain standards that foster student academic and social success.

Performance Objective 1: Hire and retain qualified personnel using district developed processes, procedures, and resources.

Evaluation Data Sources: Teacher turnover data

Strategy 1 Details	Reviews			
Strategy 1: Continue the New Teacher Induction Program. Strategy's Expected Result/Impact: Increased retention of qualified teachers. Staff Responsible for Monitoring: Director of Professional Learning Funding Sources: New Teacher Stipends for Pre-Contract Training - 255 - Title II, Part A - \$23,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue the Teacher of the Year, the New Teacher of the Year Awards, Instructional Assistant of the Year Award, Support and Professional Support Person of the Year Award and Counselor of the Year Award. *Review process at all campuses *Have a campus committee assist Strategy's Expected Result/Impact: Accurate service records for each District employee. Improved district climate. Staff Responsible for Monitoring: Executive Director of Community Engagement	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue stipends for teachers in critical shortage areas of Mathematics, Science, Bilingual, and Special Education, for completion of Reading Academy, and for all employees returning for the 22-23 school year. Strategy's Expected Result/Impact: Decrease the number of staff shortages in critical areas. Staff Responsible for Monitoring: Director of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Tuition Reimbursement: Inform HISD employees of this funding source to increase awareness of HISD's continuing education effort. Strategy's Expected Result/Impact: Increase in applications and funding provided for continuing education. Staff Responsible for Monitoring: Director of Human Resources	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Continue the district wide mentor program for all campuses to support teachers who are new to the district or new to the professions. Strategy's Expected Result/Impact: Increase Teacher Retention Increase student achievement Staff Responsible for Monitoring: Director of Professional Development Funding Sources: Mentor Stipends - 255 - Title II, Part A - \$25,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide professional development for teachers selected as mentors in the district wide mentor program. Strategy's Expected Result/Impact: Increased teacher retention Increased student achievement Staff Responsible for Monitoring: Director of Professional Development Funding Sources: Mobile Minds - 255 - Title II, Part A - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide training and programs to develop the Principals and District Leadership in their efforts to become effective instructional leaders. Strategy's Expected Result/Impact: Retain teachers and increase student achievement. Staff Responsible for Monitoring: Director of Professional Development Funding Sources: STRIVE Leadership PD/ ESC6 Support/Convocation - 255 - Title II, Part A - \$40,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Implement new employee orientation (NEO) to onboard employees new to the District and orientate them to District policy, Benefits, and onboarding process. Strategy's Expected Result/Impact: Orientate new employees to District policy, sign up new employees to the Benefits offered by the District and finalize all on boarding paperwork Staff Responsible for Monitoring: Director of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Create, maintain, and monitor compliance Eduhero modules for all HISD staff. HR Dept. will oversee the implementation of this training. Strategy's Expected Result/Impact: Compliance with state mandate training, monitor progress of completion of modules of all employees Staff Responsible for Monitoring: Director of Human Resources	Formative			Summative
	Oct	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Create and monitor performance evaluations for all non-teaching staff District-wide in STRIVE and update job descriptions as needed. Strategy's Expected Result/Impact: Create consistent evaluation procedures with all supervisors, create an accountability method to support employee work performance Staff Responsible for Monitoring: Director of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Monitor, review, and approve employee tuition reimbursement applications. Strategy's Expected Result/Impact: Increase employee retention. (1 year for up to \$1000 of tuition reimbursement) Staff Responsible for Monitoring: Director of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Implement a time-tracking system with the conversion to new district-wide software to allow more effective and accurate tracking of employee hourly time, overtime, and comp time. This will impact hourly wage employees only and summer school employees, not on stipend pay. Strategy's Expected Result/Impact: Create consistent time keeping procedures with all supervisors, create an accountability method to support employee work performance Staff Responsible for Monitoring: Director of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Implement the TCLAS Decision 5 Teacher Residency Grant from TEA for the next two years and then create a sustainability plan. We will support 5 residency teachers from SHSU each year. Strategy's Expected Result/Impact: Pay stipend to residency teacher, mentor teacher, and for training. Staff Responsible for Monitoring: Director of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student academic and social success.

Performance Objective 2: Increase recruiting of qualified teachers for all positions with an emphasis on critical need areas such as, math, science, bilingual education and special education.

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





Strategy 1 Details	Reviews			
Strategy 1: Increase recruitment opportunities and include current campus staff in the process. Opportunities are structured to involve more than one district representative. Barcode scanning is set up for easy applicant registration. This information is uploaded to a live google doc for campus/department administrator immediate access. Strategy's Expected Result/Impact: Conduct and participate in a wide range of job fairs. Seek other avenues to attract and retain highly qualified teachers. Staff Responsible for Monitoring: Director of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student academic and social success.

Performance Objective 3: Refine a plan to provide high quality professional development that fosters growth and includes tiered support for all teachers and staff.

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

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide professional development for current teachers to become ESL certified and provide a one time \$200.00 stipend upon successful completion and certification. Strategy's Expected Result/Impact: Increase in ESL certifications Staff Responsible for Monitoring: Director of Emergent Bilingual	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Begin development of a Professional Learning Framework for the district. In year 1 of this development, the following will be addressed: (1) Assess organizational needs by campus/department, (2) Develop a vision/mission for the framework, (3) Establish goals for the framework. Year 2, Implement New Teacher Academy and provide MobileMind Learning HUB for all new teachers. Continue to assess and expand upon organizational needs. Strategy's Expected Result/Impact: Year 1 expected results: Establish a more streamlined approach to professional learning will emerge with a focus on fulfilling knowledge gaps within the organization which includes improving specific skills, enhancing technical skills, improving leadership skills, etc. Year 2 expected results: Increased teacher retention. Staff Responsible for Monitoring: Director of Professional Development	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Communicate effectively and efficiently with all stakeholders in order to improve the educational experience for all. Strategy's Expected Result/Impact: Increased effectiveness among district and campus leaders in communicated pertinent and timely information across all stakeholders. Staff Responsible for Monitoring: Director of State and Federal Programs Funding Sources: Smore for Teams - 255 - Title II, Part A - \$1,360	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 86.05

Brief Description of SCE Services and/or Programs

--

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Dugas	Intervention HHS	0.13
Amanda Rivera	IA - Bilingual	1
Amaya Scott	Administrative Assistant HSA	1
Amy Langley	Dyslexia	0.52
Ana Marin	IA - Bilingual	1
Andrew Ginsel	Intervention	0.13
Andrew Martin	IA - Inclusion SJE	1
Ashley Murray	Instructional Coach - ELA	1
Ashley Tijerina	Inst. Coach - ELA SWHE	1
Augustine Archie	IA - SPED	1
Betsy Marlin	Dyslexia	0.5
Brenda Torres	IA - Bilingual SJE	1
Bridget Smiley	Instructional Technology Specialist	1
Brooke Burns	Dyslexia Teacher - SWHE	0.9
Candeleria Jones	IA - Bilingual	1
Carolyn Stivender	RTI Interventionist	1
Cassandra Singleterry	IA - General	1
Cassandra Taylor	Interventionist - Reading	0.13

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chelsea Poncinie	IA - SPED ESE	1
Cindy Raney	IA - Credit Recovery	1
Clarissa Rivera	IA - General	1
Cody Warren	Teacher HSA	1
Coleman Bohannon	Teacher - Classroom Support	0.52
Courtney Hilliard	Interventionist	1
Crissie Fowler	Instructional Coach - Math	1
Cristi Gambrell	Teacher SPED	0.34
Danielle Sandmann	Inst. Coach - RLA/SS ESE	1
David Yeager	Teacher - Math HSA	1
Donna Jenkins	Admin Assistant	1
Donovan Williams	Intervention HHS	0.13
Freda Shaw	Dyslexia	0.52
Hannah Smith	Instructional Coach - ELA	1
Irene Warran	IA - General	1
Itzel Cordova	IA - General	1
Jake Fuqua	Teacher DAEP	1
Javon Leon	IA - General SWHE	1
Jennifer Gregson	IA - General	1
Julia Venable	IA - SPED	0.22
Justin Jennings	Credit Recovery	0.65
Kaitlen Johnson	Intervention HHS	0.26
Kasey Norris	IA - SPED SJE	1
Kasi Warren	IA - General	1
Kassandra Alcala	IA - General SWHE	1
Katelyn Ledezma	Dyslexia	0.91
Kathryn Johnson	Interventionist - Reading	1
Kathryn Selensky-Lehman	Interventionist	0.26
Kelli Heinemeier	Inter. Reading	1
Kendell Jones	Teacher HSA	1
Kirsten Fahy	IA - General HES	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kristin Hill	Intervention	0.13
Kristy Ferguson	Dyslexia - ESE	0.75
Latia Taylor	IA - General	1
Laura Sausage	Dyslexia Teacher - SJE	0.71
Lauren Hayes	Intervention	0.78
Lisa Hoke	Dyslexia - DAEP	1
Lockie Archie	Interventionist - Math	1
Luis Lugo	IA - General DAEP	1
Markisha Wheeler	Teen Leadership	1
Martha Small	Credit Recovery	0.13
Melanie Peiskee	Intervention	0.13
Melissa Albert	IA - General	1
Michaela Austin	IA - SPED - AEP	0.22
Michelle Black	Dyslexia	0.95
Nathan Bruner	Director DAEP	1
Ronnie Major	Teacher - DAEP	0.43
Roshunda Spivey	IA - Classroom Support	1
Ruth Hutchison	Instructional Technology Specialist	1
Sarah Dierksheide	Teacher - SPED DAEP	1
Sean Peterson	Dyslexia Teacher MPMS	0.94
Shanda O'Bryant	Teacher DAEP	1
Shandy Stewart	Interventionist - Reading ESE	1
Sharonda Johnson	Director - HSA	1
Sheila Elliott	Counselor - AEP/DAEP	1
Sheri Moebes	Inter. Math - HES	1
Stacie Castleberry	Interventionist	1
Stephanie Mills	IA - General MPMS	1
Stephen Smucker	Teacher - DAEP	1
Steven Williams	Teacher - DAEP	1
Syenne Coleman	IA - General	1
Tamatha Elliot	RTI Specialist	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Tammy Sanders	RTI Interventionist	1
Terrence Johnson	IA - General DAEP	1
Terrence Johnson	IA - General DAEP	1
Thelma Perez	IA - Bilingual	1
Thomas Presswood	Interventionist	0.13
Tom Waddill	Credit Recovery	0.13
Vacant	IA - Bilingual - ESE	1
Vacant	Teacher - SPED DAEP	1
Vacant	IA - Bilingual HES	1
Vacant	IA - General HES	1
Vacant	IA - Bilingual HES	1
Vacant	Social Learning Lab	1
Vacant	IA - General ESE	1
Vacant	Inter. Math - SWHE	0.5
Vacant	IA - General SWHE	1
Vacant	IA - General SWHE	1
Vacant	Inter. Reading - SJE	1
Vacant	IA - General HES	1
Velma Scott	IA - SPED	1
Virginia Colley	Instructional Coach - ELA	1
Wendy Wenskunas	Teen Leadership	1
Zoey Gambrell	IA - General	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Mitchell	Instructional Coach - Math	HHS	1
Alyssa Askew	Inst. Coach - Science	MPMS	1
April Lehmkuhl	Reading Interventionist	MPMS	1
Ashley Barton	Instructional Coach - Math	SJE	1
Ashley Gibson	Instructional Coach - PK-1	SJE	.5
Ashley Gibson	Instructional Coach - PK-1	ESE	.5
Casey Schindler	Instructional Coach - SS	MPMS	1
Cassy Siros	Inst. Coach - Math/S	SWHE	1
Cleveland Jones	Inst. Coach - Math	MPMS	1
Erin McCarley	Inst. Coach - Science	HHS	1
Jennifer Smith	RTI Specialist	HHS	1
Jessica Hassell	Director of State & Federal Programs	District	.62
Juanita Hall	Home/School Liaison - Elementary	District	1
Katie Johnson	Inst. Coach - RLA/SS	HES	1
Maria Cuevas	IA	HES	1
Megan Winkler	Grants Administrative Assistant	District	.12
Serenity Kayla	Sec. Home/Schl Liason	District	1
Shanna Hollis	Inst. Coach - PK-1	SWHE	.5
Shanna Hollis	Inst. Coach - PK-1	HES	.5
Staci Woodall	Inst. Coach - Math/S	ESE	1
Vacant	Inst. Coach - SStudies	HHS	1
Vacant	IA	HHS	1
Vacant	IA	ESE	1
Vacant	IA - ESL/Bilingual	SWHE	1
Vega Hubert	Sec. Home/Schl Liason	District	1

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

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

District Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	RTI Specialist & Reading Interventionist MPMS & HHS		\$154,722.00
3	1	2	Parent Powered Program		\$44,744.00
3	1	2	Campus Allocations (\$2,000 per campus)		\$12,000.00
3	1	4	Foster Care Transportation		\$1,500.00
3	1	4	Home/School Liaisons - Salary, Supplies & Mileage		\$180,000.00
4	1	4	ESC 6 ESSA Fee Service		\$8,700.00
4	1	7	Salary & Benefit expenses		\$80,150.00
4	1	7	Indirect Costs		\$51,411.00
4	2	4	Campus Title I Allocations		\$1,348,397.00
Sub-Total					\$1,881,624.00
Budgeted Fund Source Amount					\$1,881,624.00
+/- Difference					\$0.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STRIVE Accountability Coaching & Workshops		\$36,600.00
1	1	4	Leadership Retreat /Meeting expenses		\$10,410.00
1	1	8	EB Instructional Coach		\$54,887.00
1	2	1	PD, Books and Supplies for ICs and Campus Leaders		\$40,281.00
1	2	10	GT Specialist Salary		\$54,612.00
4	1	7	Indirect Costs		\$8,581.00
4	1	7	Salary & Benefit expenses		\$3,400.00
5	1	1	New Teacher Stipends for Pre-Contract Training		\$23,000.00
5	1	5	Mentor Stipends		\$25,000.00
5	1	6	Mobile Minds		\$5,000.00
5	1	7	STRIVE Leadership PD/ ESC6 Support/Convocation		\$40,000.00
5	3	3	Smore for Teams		\$1,360.00

255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$303,131.00
Budgeted Fund Source Amount					\$314,050.00
+/- Difference					\$10,919.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	EB Camp Salaries, Supplies, & Snacks		\$6,336.00
1	2	1	Training & TIII Symposium for EB Director		\$1,000.00
1	2	5	Title III Symposium		\$2,038.00
1	2	7	Instructional Supplies		\$0.00
1	2	7	Rosetta Stone		\$6,000.00
1	2	8	Bilingual IAs		\$110,187.00
3	1	2	Childcare, Supplies, Snacks & Trans for PFE		\$500.00
4	1	7	Indirect Costs		\$3,637.00
4	1	7	Salary & Benefit expenses		\$3,392.00
Sub-Total					\$133,090.00
Budgeted Fund Source Amount					\$133,090.00
+/- Difference					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7	Salary & Benefit expenses		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

289 - Title IV, Part A, Sub 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	PBIS Conference		\$10,000.00
1	1	10	HSA Supplies - STARR Blitz and Mastery Prep Materials		\$10,000.00
1	1	11	Supplies and resources for Fine Arts education, Honor Choir Stipends		\$14,000.00
1	1	11	Spelling Bee		\$1,200.00
1	1	11	Google Education		\$29,250.00
1	3	1	College Bridge		\$10,125.00
1	3	1	Honest Game		\$10,000.00
1	4	3	PD for Dyslexia Specialist		\$5,000.00
2	1	4	Bark for Education		\$6,050.00
2	1	4	Safety Education and Supplies		\$9,591.00
2	1	4	Quaver - Elementary Character Education		\$8,160.00
2	1	4	PE Supplies		\$10,000.00
2	2	1	Counselor PD		\$5,000.00
4	1	7	Indirect Costs		\$3,855.00
4	1	7	Salary & Benefit expenses		\$3,392.00
Sub-Total					\$135,623.00
Budgeted Fund Source Amount					\$141,083.00
+/- Difference					\$5,460.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Summer School		\$310,000.00
Sub-Total					\$310,000.00
Budgeted Fund Source Amount					\$310,000.00
+/- Difference					\$0.00
Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

212 - Title I, Part A, School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
215 - Title I, Part D (Bayes)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7	Salary & Benefit expenses		\$2,250.00
Sub-Total					\$2,250.00
Budgeted Fund Source Amount					\$2,250.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,782,097.00
Grand Total Spent					\$2,765,718.00
+/- Difference					\$16,379.00

Addendums

Huntsville ISD

2024-2025

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none">Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 37.0832	Chief Academic Officer	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	
2. Coordinated Health Program <ul style="list-style-type: none">Student fitness assessment dataStudent academic performance dataStudent attendance ratesPercentage of students who are Economically DisadvantagedUse and success of methods of physical activityOther indicators	TEC 11.253(d) Board Policy FFA(Local)	Chief Academic Officer	The school will follow Board Policies: FFA and EHAA.	
3. DAEP Requirements	TEC 37.008	Chief Academic Officer- DAEP	The district and campuses will follow Board Policy FOCA.	

<ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TAC 19 103.1201(b) Board Policy FOCA(Legal)	Review Committee		
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Chief Academic Officer	The district and campuses will follow Board Policy BQA, BQB	
5. Dropout Prevention	TEC 11.255	Director- Secondary	The district and campuses will follow Board Policy EHBC	
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Directors- Elementary, Secondary, and Special Education	The district will follow Board Policy EHB, EHBC, and EKB.	
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	NA	District does not currently participate in Title I, Part C.	
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Director- Secondary	The district will follow Board Policy FNE, EHBC and EHBD	

<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Director -Secondary</p>	<p>The district will follow Board Policy EHFB</p>	
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 	<p>ESSA</p>	<p>Assistant Superintendent- Human Resources and Operations</p>	<p>The district will follow Board Policy DC (Local)</p>	

11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Chief Academic Officer	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.	
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Chief Academic Officer	The school will follow Board Policy FFB and FNF.	
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Chief Academic Officer	Board Policies: FFB, FOC, FOCA, DMA and FFE	

14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)	Director-Special Education	Board Policy DMA (Legal)	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Chief Technology Officer	District Technology Plan District Advisory Council Agendas and minutes.	
16. Job Description for Peace Officers, Resource Officers & Security personnel	TEC 11.252	Assistant Superintendent-Human Resources & Operations	Board Policy CKE (Legal)	