

Hallsville Independent School District

North Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Creating a nurturing environment where learners rise to their potential.

Vision

Our vision:

Where everyone is safe, respected, valued and celebrated.

Value Statement

Our values:

- **ALL kids matter and ALL kids can be successful**
- **Partner with families to raise strong active members of the community**
- **We will see growth in all areas**
- **We ARE family.**

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

Timeline:

Campus Needs Assessment Meetings: February 2025

Stakeholder Survey: March 2025

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

DEIC Subcommittee: April 1, 2025

DEIC Needs Assessment Meeting #2: May 5, 2025

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

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

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

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

CIP and DIP in Final Draft Format: June 2025

Board Approval: September 2025

DEIC committee members include:

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

DEIC subcommittee members include:

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

DLT committee members include:

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

Demographics

Demographics Summary

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

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

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

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

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

Demographic Data for Texas Virtual Academy of Hallsville (TVAH)

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

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

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

Demographics Strengths

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

Student Learning

Student Learning Summary

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

East Elementary

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

East TELPAS Growth

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

North Elementary

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

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

North TELPAS Growth

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

West Elementary

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

West TELPAS Growth

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

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

Intermediate

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

Intermediate TELPAS Growth

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

Jr. High

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

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

Jr. High TELPAS Growth

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

Hallsville High School

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

HHS TELPAS Growth

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

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

Texas Virtual Academy at Hallsville

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

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

TELPAS Growth

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

Student Learning Strengths

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Bilingual program K-6 is not implemented.

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

Perceptions

Perceptions Summary

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

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

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

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

Perceptions Strengths

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

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

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Reading and Math Improvement -

Grade 3 : 60% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 75%)

High Priority

Evaluation Data Sources: STAAR

Local Common Formative Assessments

RtI and Intervention Data

Circle

TX-KEA

TPRI

Strategy 1 Details	Reviews			
Strategy 1: Elementary lead teachers will receive district planning support each nine weeks. Strategy's Expected Result/Impact: All students on grade level Classroom intervention in a timely manner Staff Responsible for Monitoring: Assistant Superintendent/Leadership Campus Principals TVAH Administrators District Reading Specialist	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: All students will get the remediation required through in class supports, enrichment, and/or intervention. Campuses will follow the district MTSS procedures. Strategy's Expected Result/Impact: Accelerated learning All students on grade level Increase in state assessments Staff Responsible for Monitoring: Assistant Superintendent/Leadership Campus Principals TVAH Administrators District Reading Specialist	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Monitor the implementation of K-4 school wide initiatives, including targeted intervention, Reading Academies, professional development, and CIA support. Strategy's Expected Result/Impact: All students on grade level All students showing growth Fewer dyslexia/dysgraphia referrals Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator District Reading Coordinator	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Campus Instructional Leadership Team will review data at least quarterly as a team and individually with principals, including Individual Student Growth Plans. Strategy's Expected Result/Impact: Growth for all students Increase in state assessments Staff Responsible for Monitoring: Asst. Supt. of Learning Dir. of Special Education Dir. of Spec/Fed Programs Assessment Coordinator Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Students in grades K-4 will be screened at least three times per year and data from this screening instrument will be used to target specific skills for students needing intervention. Reading: TxKEA: Kindergarten- BOY, MOY and EOY. TPRI: 1st grade/2nd Grade- BOY, MOY and EOY. IReady: 1st-4th, BOY, MOY, and EOY. Math: Stemscopes K-2nd - BOY, MOY, EOY. IReady: 1st-4th, BOY, MOY, and EOY. Strategy's Expected Result/Impact: Accelerated learning All students on grade level Increase in state assessments Staff Responsible for Monitoring: Assistant Superintendent Campus Principals District Reading Coordinator	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Provide services for those students that meet criteria for Special Education and ensure their academic growth.

Evaluation Data Sources: Special Education progress monitoring data

Strategy 1 Details	Reviews			
Strategy 1: Special Education teachers will collect data and send home progress reports based on students specific IEP goals. Strategy's Expected Result/Impact: Students growth toward goal mastery Staff Responsible for Monitoring: Special Education Case Managers Administrators	Formative			Summative
	Oct	Jan	Apr	June
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: Provide services for those students that meet criteria for special programs (At-Risk, G/T, Bilingual, McKinney-Vento, Foster Care, Pregnancy/Parent, migrant, Title I) and ensure their academic growth.

Evaluation Data Sources: Local and State Data
TELPAS
STAAR

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

Strategy 4 Details	Reviews			
Strategy 4: Emergent Bilingual students scoring less than advanced on TELPAS will receive pull out services from bilingual and/or ESL personnel with data reviewed monthly for progress and need for further intervention. Strategy's Expected Result/Impact: TELPAS growth for all students Reading on reading level Staff Responsible for Monitoring: Director of Federal/Special Programs Campus EB Teachers Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Students identified as Gifted and Talented will be served in their classrooms by a certified GT teacher in grades K-4. Additionally, they will receive additional GT time outside the classroom. Strategy's Expected Result/Impact: GT students will collaborate with one another and expand their learning Growth in assessment Staff Responsible for Monitoring: Director of Federal/Special Programs GT coordinator	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Reading and Math Growth-

Grade 4 : 60% of Grade 4 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 75%)

High Priority

Evaluation Data Sources: STAAR

Local Common Formative Assessments

RtI and Intervention Data

Circle

TX-KEA

TPRI

Strategy 1 Details	Reviews			
Strategy 1: Elementary lead teachers will receive district planning support each nine weeks. Strategy's Expected Result/Impact: All students on grade level Classroom intervention in a timely manner Staff Responsible for Monitoring: Assistant Superintendent/Leadership Campus Principals District Reading Specialist	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: All students will get the remediation required through in class supports, enrichment, and/or intervention. Campuses will follow the district MTSS procedures. Strategy's Expected Result/Impact: Accelerated learning All students on grade level Increase in state assessments Staff Responsible for Monitoring: Assistant Superintendent/Leadership Campus Principals District Reading Specialist	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Monitor the implementation of K-4 school wide initiatives, including targeted intervention, Reading Academies, professional development, and CIA support. Strategy's Expected Result/Impact: All students on grade level All students showing growth Fewer dyslexia/dysgraphia referrals Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Assessment Coordinator District Reading Coordinator	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Campus Instructional Leadership Team will review data at least quarterly as a team and individually with principals, including Individual Student Growth Plans. Strategy's Expected Result/Impact: Growth for all students Increase in state assessments Staff Responsible for Monitoring: Asst. Supt. of Learning Dir. of Special Education Dir. of Spec/Fed Programs Assessment Coordinator Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Students in grades K-4 will be screened at least three times per year and data from this screening instrument will be used to target specific skills for students needing intervention. Reading: TxKEA: Kindergarten- BOY, MOY and EOY. TPRI: 1st grade/2nd Grade- BOY, MOY and EOY. IReady: 1st-4th, BOY, MOY, and EOY. Math: Stemscopes K-2nd - BOY, MOY, EOY. IReady: 1st-4th, BOY, MOY, and EOY. Strategy's Expected Result/Impact: Accelerated learning All students on grade level Increase in state assessments Staff Responsible for Monitoring: Assistant Superintendent Campus Principals District Reading Coordinator	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: HISD will maintain 100% qualified staff, through state certification or district of innovation qualifications.

Evaluation Data Sources: HR records
TEA records

Strategy 1 Details	Reviews			
Strategy 1: Ensure proper certification prior to interviewing and/or support through their first year in obtaining proper certification. Strategy's Expected Result/Impact: Improved instruction and student achievement. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Jan	Apr	June
	No Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

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

Evaluation Data Sources: Discipline reports through Skyward

Strategy 1 Details	Reviews			
Strategy 1: Consistent implementation of Leader in Me PK-4. (Conscious Discipline, Fueling Brains) within classroom setting and emphasis on executive skills building within Behavior Redirection rooms. Strategy's Expected Result/Impact: Decreased behavior interventions and referrals. Lessons to include: suicide prevention, conflict resolutions, violence prevention, substance abuse prevention, human trafficking, healthy relationships Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Campus Counselors District Behavior Coordinator	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Clearly defined and communicated Positive Behavioral Interventions and Supports (PBIS) at each campus; including the implementation of strategies that align with district adopted resources (Conscious Discipline) within the MTSS framework and Behavior Redirection aligned PK-4. Strategy's Expected Result/Impact: Team CPI trained Coordination between behavior assistants Systematic checklist aligned with behavior goals and a process for routine evaluation Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education Campus Principals District Behavior Coordinator LSSP	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Increase safety efforts at North Elementary.

Evaluation Data Sources: Skyward discipline reports
 Leader in Me curriculum
 Sentinel reports
 Campus discipline committee reports

Strategy 1 Details	Reviews			
Strategy 1: Provide a DAEP transition plan coordinated with the campus DAEP liaison. Strategy's Expected Result/Impact: Lower percentage of recidivism Proper intake/outtake meetings Goal setting meetings and review while in DAEP setting consultation with district licensed professional counselor while in DAEP and after release Staff Responsible for Monitoring: Director of Human Resources Campus Principals District LPC Coordinator of Student Services	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Staff and Students will be trained on what to report and how to report safety concerns; including bullying & harassment, Title IX harassment, and physical threats to the school community Strategy's Expected Result/Impact: Student allegations will be properly investigated and handled at the campus level. Staff allegations will be properly investigate and handled at the level appropriate to the case. Staff Responsible for Monitoring: Assistant Superintendent Director of Human Resources Director of Safety and Security Director of Federal/Special Programs Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Safe Supportive School teams will be trained and meet at least quarterly to review data and trends. Data should include bullying, harassment, behavior threat assessments, self-harm reports, vaping and other substances, and general discipline trends. Strategy's Expected Result/Impact: Analysis of data and actionable steps to decrease problem areas. Staff Responsible for Monitoring: Director of Safety and Security Director of Federal/Special Programs Campus Principals Campus Behavior Officer	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Mental health will be supported by a variety of sources, including a district LPC, LSSPs, TCHATT, school counselors, and partnerships with community organizations. Strategy's Expected Result/Impact: Students will be provided the appropriate care to support their individual needs. Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Campus Counselors LPC LSSP lead	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Interior doors will remain locked at all times while students are present in the classroom. Exterior doors will never be propped open. Strategy's Expected Result/Impact: Increase student safety Staff Responsible for Monitoring: Administrators SRO Teachers	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Ensure funds spent are tied to measurable student learning.

Evaluation Data Sources: Financials
Monthly reports

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

Performance Objective 1: Ensure all facilities meet TX Minimum Safety Standards

Evaluation Data Sources: Door checks
Sentinel Reports

Strategy 1 Details	Reviews			
Strategy 1: Weekly facility checks and reports to maintenance for immediate response. Strategy's Expected Result/Impact: Safety and secure buildings Staff Responsible for Monitoring: Campus Admin. Campus Police	Formative			Summative
	Oct	Jan	Apr	June
	No Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

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

Evaluation Data Sources: HISD PD schedule
Data use on google classroom
Classroom walkthrough data
Outcomes that align with TEKS

Strategy 1 Details	Reviews			
Strategy 1: Teachers and digital media specialists will have opportunities to participate in learning training along with integrating tech tools into their instruction throughout the year. Training will be offered in person and in self paced opportunities. Strategy's Expected Result/Impact: Students will be introduced to Google Classroom and online resources from day 1 of instruction. Staff Responsible for Monitoring: Assistant Superintendent Director of Technology Director of Innovation Campus Principals Assessment Coordinator	Formative			Summative
	Oct	Jan	Apr	June
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

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

Evaluation Data Sources: Sign-In sheets

Parent Survey

Signed Parent Compact

Strategy 1 Details	Reviews			
Strategy 1: Hold annual Title I parent information night in the fall of 2025, including the distribution of Parent Engagement Policy and the School-Parent Compact. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Facilitate district parental engagement with the assistance of parent engagement liaison. Parent engagement liaison will oversee at least one engagement opportunity per marking period. Strategy's Expected Result/Impact: Increased social media presence Increased parent participation Staff Responsible for Monitoring: Director of Federal/Special Programs	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Provide communication in a language parents understand. Strategy's Expected Result/Impact: Increased parent knowledge and participation. Staff Responsible for Monitoring: Director of Federal/Special Programs HISD Parent Liaison	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for North Elementary

Total SCE Funds: \$1,886,519.25

Total FTEs Funded by SCE: 33.55

Brief Description of SCE Services and/or Programs

SCE Funds are allocated towards to following goals: Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement) Goal 3: HISD will strengthen our comprehensive programs related to safety, discipline and culture on all campuses, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture) Goal 5: HISD will foster and create safe, efficient and sustainable learning environments for all students and staff. (Facility and Infrastructure Improvements) Goal 6: HISD will develop innovative and sustainable infrastructure and network solutions that will serve the needs of our students and staff in a 21st Century learning environment. (Technology) Goal 7: HISD will strive to connect and engage with all community stakeholders and foster a culture of transparency and accessibility with all patrons. District Level allocations: \$90,614 At-Risk Student Services Coordinator Materials/Supplies to support district at-risk initiatives 2025 Summer Learning DMAC/ LPAC/Translations Personnel for 504 extra duty Campus/Program Allocations: East Elementary - \$324,611 Funds are used for 6.21 FTEs, including academic intervention, behavior intervention, and Pre-K Extra duty pay for 504 duties Supplies and materials to support At Risk students North Elementary - \$348,787 Funds are used for 6.96 FTEs, including academic intervention, behavior intervention, and Pre-K Extra duty pay for 504 duties Supplies and materials to support At Risk students West Elementary - \$359,372 Funds are used for 6.92 FTEs, including academic intervention, behavior intervention, and Pre-K Extra duty pay for 504 duties Supplies and materials to support At Risk students Intermediate - \$243,105 Funds are used for 3.56 FTEs, including academic intervention and behavior intervention- Extra duty pay for 504 duties Supplies and materials to support At Risk students Jr. High - \$235,072 Funds are used for 3.67 FTEs, including academic intervention Extra duty pay for 504 duties 8th Grade Initiative extra duty pay Supplies and materials to support At Risk students High School - \$55,178 Funds are used for 1.12 FTEs, including academic intervention and credit recovery Extra duty pay for 504 duties and dyslexia assessments 9th and 10th Grade Initiative extra duty pay Supplies and materials to support At Risk students DAEP - \$288,539 Funds are used for 4.8 FTEs, including academic intervention, behavior intervention Extra duty pay for DAEP campus facilitators Supplies and materials to support At Risk students

Personnel for North Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, Andie	West Behavior	0.48
Arney, Virginia	East RLA	1
Barrett, Doni	DAEP	1
Borrego, Jessica	West PK Teacher	0.5
Bradford, Trisha	East Aide	0.75
Brooks, Clayton	Jr. High Math	0.33
Carroll, Kim	West PK Aide	0.48
Carter, Travis	DAEP	1
Clark, Renee	HHS	1
Cook, Becky	Jr. High Math	0.33

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Covington, Leigh	West Math	1
Dittmar, Mollie	Jr. High Math	0.33
Easley, Debbie	North PK Aide	1
Emerine, Stephanie	Jr. High Math	0.33
Farrell, Jenna	Jr. High Math	0.33
Fitzpatrick, LaShunda	North Behavior	0.48
Goolsby, Mike	DAEP	1
Harris, Madeleine	DAEP Counselor	0.4
Harris, Madeleine	Intermediate Counselor	0.6
Harris, Sharmeca	Student Services	0.85
Horne, Nicole	West PK Teacher	0.5
Huffman, Jennifer	West RLA Teacher	1
Jester, Rocky	Jr. High Math	0.33
Johnson, Anna	Intermediate - Math	1
Jordan, Marlin	Jr. High Math	0.33
King, Laura	North RLA	1
Kuykendall, Brittany	North RLA	1
Lee, Edwin	Intermediate Behavior	0.48
Lewis, Sabrenda	East Behavior	0.48
Lockhart, James	West Behavior	0.48
Madding, Macie	DAEP	1
McMillian, Maggie	Jr. High Math	0.33
McNair, Christy	North Behavior	0.48
mills, Jill	Jr. High Math	0.33
Mitchell, Danny	HHS	0.12
Monroe, Kyren	Intermediate Behavior	0.48
Moral, Monica	West PK Aide	1
Norris, Denise	West Behavior	0.48
Nunnery, Brittani	North PK Aide	1
Peck, Jena	Intermediate RLA	1
Perry, Dierdre	East Behavior	0.48

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rawls, Neely	Jr. High Math	0.33
Sauceda, Alicia	North PK Teacher	0.5
Staggs, Debra	North Math	1
Standley, Brandie	West RLA	1
Swan, janis	East PK Aide	1
Tatman, Christi	East RLA	1
Warbington, Amber	Jr. High Math	0.33
Welch, Amy	East PK Teacher	0.5
Welch, Freida	East Math	1
Whatley, Chris	DAEP	0.4

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Benton, Susie	Teacher	Intermediate	1
Cartwright, Deanna	Teacher	North Elementary	1
Crowley, Nikki	Teacher	West Elementary	1
Davidson, Diana	Parent Liasion	District	1
Freeman, Kacie	Teacher	HHS	.705
Garner, Patricia	Teacher	HHS	.1175
Hall, Kathy	Teacher	Jr. High	1
Henderson, Stephanie	K-8 Reading Specialist	District	1
Hickson, Jana	Instructional Aide	East Elementary	.75
Kernan, Amanda	Teacher	HHS	.3525
McBride, Kristen	Teacher	HHS	.235
Miller, Austin	Teacher	Intermediate	.334
Pitts, Chelsi	Teacher	HHS	.235
Roberts, Jennifer	Teacher	HHS	.1175
Smelley, Kyra	Instructional Aide	North Elementary	1
Suggs, Cheryl	Teacher	East Elementary	1
Taylor, Andrea	Teacher	HHS	.1175

Plan Notes

Final Draft form: June 6, 2024

Board Approved: October 21, 2024

Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Sierra Hielen	Assistant Principal
Administrator	Tracy Conway	Assistant Principal
Administrator	Randi Morrison	Principal
Classroom Teacher	Emily Brown	Fourth Grade Teacher
Classroom Teacher	Melynda Morrow	Third Grade Teacher
Classroom Teacher	Kailee Magness	Second Grade Teacher
Classroom Teacher	Alyson Tate	First Grade Teacher
Classroom Teacher	Dee Tryon	SpEd Teacher
Classroom Teacher	Lillian Reeves	SpEd Teacher
Classroom Teacher	Maddie Shirley	Kinder Teacher
Classroom Teacher	Lisa McElmurry	Pre-K Teacher
District Professional	Paul Mindy	District
Business Partner	Kevin Morrison	Business
Business Partner	Tomberlain Cole	Business
Community Member	Guy Walker	Community
Community Member	Lauren Bresch	Community
Parent Representative	Nicole Lomers	Parent
Parent Representative	Webb Taylor	Parent

Policies, Procedures, and Requirements

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

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

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