

Hallsville Independent School District

Hallsville Junior High

2025-2026 Campus Improvement Plan



Mission Statement

We exist to ignite the potential within every student by encouraging and empowering them intellectually, emotionally and ethically to ensure they each become productive, successful and driven life-long learners.

Vision

Inspiring & Empowering Every Learner, Every Day.

Value Statement

We will be:

Collaborative, not close-minded
Creative, not archaic
Compassionate, not inconsiderate
Flexible, not fixed
Helpful, not hurtful
Positive, not pessimistic

Goals

These measures will ensure we are moving toward our mission and vision:

Students show personal and collective growth on every type of locally and state developed assessments
including common assessments, benchmarks and STAAR

Parent Participation at an all-time high

Student and staff morale at an all-time high

Every student masters the essential standards for each subject

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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)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education/Dyslexia has increased.

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

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%	-.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

Perceptions

Perceptions Summary

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

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

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Reading and Math Improvement -

All Grades: 100% of students will show growth in the area of reading and Meets/Masters will rise by 5% for the campus.

High Priority

Evaluation Data Sources: STAAR

Local Common Formative Assessments

RtI and Intervention Data

iReady BOY/MOY/EOY Diagnostic Screeners

Strategy 1 Details	Reviews			
Strategy 1: Use PLC collaboration time to monitor data and strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Reflection of practice Student growth Variety of strategies and systems built into classrooms Staff Responsible for Monitoring: Campus Administrators Teachers Campus and District Specialist (Math specialist and Instructional Coach)	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Offer ongoing professional development and instructional coaching focused on new strategies and technologies Strategy's Expected Result/Impact: Strong tier 1 instruction Instructional variety Student growth Staff Responsible for Monitoring: Campus Admin Instructional Specialists Teachers	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Implement Tier 2 and Tier 3 intervention programs based on student needs and data Strategy's Expected Result/Impact: More students will experience growth due to targeted intervention Staff Responsible for Monitoring: Campus Administration Teachers Counselors Intervention Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Campus Instructional Leadership Team will review data at least quarterly as a team for reading and math content areas Strategy's Expected Result/Impact: Growth for all students Increase in state assessments Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: College, Career, and Military Readiness will increase through 80% of students at HJH successfully completing a CTE course.

Evaluation Data Sources: College and Career Readiness Curriculum
CCMR reports
Career Fair Interest Survey
HS CTE Fair Participation

Strategy 1 Details	Reviews			
Strategy 1: Host a career fair for all 8th grade students Strategy's Expected Result/Impact: Students will learn about different careers based on their interests Staff Responsible for Monitoring: CTE teachers and administration	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Encourage students to take the CTE courses offered at the junior high Strategy's Expected Result/Impact: More students will experience CTE in junior high and stay on the pathway through high school Staff Responsible for Monitoring: Counselors Administration CTE Teachers	Formative			Summative
	Oct	Jan	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

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

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

Evaluation Data Sources: Special Education progress monitoring data
Graduation Rates

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

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

Performance Objective 4: Provide services for those students that meet At-Risk criteria that result in their academic growth and graduation.

Evaluation Data Sources: Local Data

TELPAS

STAAR

Intervention Programs

School records of students At-Risk

8GI/Mentoring Program Meetings

Strategy 1 Details	Reviews			
Strategy 1: Implement mentoring programs for At-Risk students Strategy's Expected Result/Impact: Academic and emotional support Students meeting grade level expectations Staff Responsible for Monitoring: Counselors Adult Mentors Campus Administration Team	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Increase family and community engagement opportunities through translated materials and flexible meeting times Strategy's Expected Result/Impact: Stronger school-home partnerships Increased parent participation in their child's education Improved student outcomes Staff Responsible for Monitoring: Campus administration Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Progress of all Emergent Bilingual students will be monitored quarterly Strategy's Expected Result/Impact: TELPAS growth for all students Performance Growth across all content areas for EB students Staff Responsible for Monitoring: Campus EB Teachers Campus Administration	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Students identified as Gifted and Talented will be served by a certified GT teacher and be enrolled in a GT course Strategy's Expected Result/Impact: GT students will collaborate with one another and expand their learning Growth in assessments Staff Responsible for Monitoring: Campus Administration GT coordinator	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: HJH 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: ALL teachers teaching an advanced course will obtain the 30 hour GT course and maintain the annual HISD 6 hour update. Strategy's Expected Result/Impact: Higher level, differentiated instruction in all classrooms. Staff Responsible for Monitoring: GT coordinator Campus principals Director of Federal/Special Programs Director of Human Resources	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Support teachers in year 1 and 2 of their careers through professional development and mentorship Strategy's Expected Result/Impact: Retention of teachers in HISD and in the profession Staff Responsible for Monitoring: Assistant Superintendent/Leadership Director of HR	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: HJH 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 to decrease the number of referrals made throughout the year

Evaluation Data Sources: Campus Discipline Form Discipline reports through Skyward

Strategy 1 Details	Reviews			
Strategy 1: Consistent implementation of Leader in Me and prevention lessons within the classroom setting along with incentive programs Strategy's Expected Result/Impact: Decreased behavior interventions and referrals. Students meet high behavioral expectations Staff Responsible for Monitoring: Campus Administration Campus Counselors Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement discipline system used by classroom teachers to track behavior Strategy's Expected Result/Impact: Less students out of the classroom setting Less referrals submitted on campus Staff Responsible for Monitoring: Campus Administration Redirection Team Teachers	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

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

Strategy 3 Details	Reviews			
Strategy 3: 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: 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: Campus Principals Director of Human Resources Director of Safety and Security Director of Federal/Special Programs Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Mental health will be supported by a variety of sources, including a district LPC, LSSPs, TCHAT, 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
Strategy 5 Details	Reviews			
Strategy 5: 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: Students will have a safe environment where they feel comfortable to report and stop harassment or threats of any kind Staff Responsible for Monitoring: Campus Administrators Counselors Teachers	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Quarterly budget meetings to review campus needs with our principal's secretary, Denise Hill.

Evaluation Data Sources: Financials
Monthly reports

Strategy 1 Details	Reviews			
Strategy 1: Admin will review budget items and make decisions that align with the needs of the campus. Strategy's Expected Result/Impact: Staff will make purchases based on what serves students best Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: HJH 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 are safe, efficient and operational.

Evaluation Data Sources: Surveys
Audits from behavioral team (identify high risk areas)
Walk-throughs with SRO and Maintenance Director

Strategy 1 Details	Reviews			
Strategy 1: SRO conduct door checks and walk-throughs monthly with the Maintenance Director Strategy's Expected Result/Impact: Safe and secure facilities. Staff Responsible for Monitoring: Director of Maintenance Campus principals	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Door checks
Sentinel Reports

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

Goal 6: HJH 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: Provide consistent training and instructional technology support to ensure that both staff and students develop strong proficiency in using technology effectively in the classroom and at home.

Evaluation Data Sources: HISD PD schedule
Classroom walkthrough data

Strategy 1 Details	Reviews			
Strategy 1: Tech team will be a resource on campus to provide support to teachers Strategy's Expected Result/Impact: Teachers will know how to use new technology in their classrooms Staff Responsible for Monitoring: Director of Innovation Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will be exposed to various technology tools through campus professional development Strategy's Expected Result/Impact: Teachers will easily implement technology into their lessons Staff Responsible for Monitoring: Director of Innovation Campus Principals Teacher Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Sign-In sheets

Parent Survey

Signed Parent Compact

Strategy 1 Details	Reviews			
Strategy 1: Hold annual Title I parent information night in the fall of 2025, including the distribution of Parent Engagement Policy and the School-Parent Compact. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: HJH will host a community event that showcases our students who participate in clubs, organization, or extra-curricular events including UIL. Strategy's Expected Result/Impact: Community-School Partnership Staff Responsible for Monitoring: Campus Administration Teachers Sponsors Students	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide communication in a language parents understand. Strategy's Expected Result/Impact: Bilingual engagement Opportunities to better communicate with families Staff Responsible for Monitoring: Director of Federal/Special Programs	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: HJH will hold an annual academic showcase in the Spring of 2026 Strategy's Expected Result/Impact: Increased parent participation Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Provide quarterly HISD Parent, Family & Community newsletter highlighting district events and "happenings." Strategy's Expected Result/Impact: Increased parent knowledge and participation. Staff Responsible for Monitoring: Director of Federal/Special Programs HISD Parent Liaison	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Hallsville Junior High

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 Hallsville Junior High

<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

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