

**Hallsville Independent School District**  
**West Elementary**  
**2025-2026 Campus Improvement Plan**

# Mission Statement

Empowering each other to grow academically, socially, and emotionally.

## Vision

Growing Leaders at West Elementary

## Value Statement

- Positive environment
- Welcome kids at the door with a smile
- Teamwork
- Model a love for learning
- Respect/Discipline/Accountability
- Grace for each other (forgiveness)
- Building relationships with ALL students

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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<br>24-25 | Meets or Above |      |      |      |      | Comparison<br>24-25 | Masters or Above |      |      |      |      | Comparison<br>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<br>24-25 | Meets or Above |      |      |      |      | Comparison<br>24-25 | Masters or Above |      |      |      |      | Comparison<br>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<br>24-25 | Meets or above |      |      | Comparison<br>24-25 | Masters or Above |      |      | Comparison<br>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<br>24 vs 25 | Meets or Above |      |      |      | Comparison<br>24-25 | Masters or Above |      |      |      | Comparison<br>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<br>24-25 | Meets or Above |      |      |      |      | Comparison<br>24-25 | Masters or Above |      |      |      |      | Comparison<br>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<br>24-25 | Meets or Above |      |      |      |      | Comparison<br>24-25 | Masters or Above |      |      |      |      | Comparison<br>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<br>24-25 | Meets or Above |      |      |      |      | Comparison<br>24-25 | Masters or Above |      |      |       |      | Comparison<br>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 : 63% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 75%)  
All Grades: 100% of students will show growth in the area of reading and Meets/Masters will rise by 5% for all students.

- High Priority**
- Evaluation Data Sources:** STAAR  
Local Common Formative Assessments  
RtI and Intervention Data  
Circle  
TX-KEA  
TPRI  
NWEA (for TVAH)  
4-English II use STAAR and/or ISIP

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Elementary lead teachers will receive district planning support each nine weeks.<br><b>Strategy's Expected Result/Impact:</b> All students on grade level<br>Classroom intervention in a timely manner<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent/Leadership<br>Campus Principals<br>TVAH Administrators<br>District Reading Specialist | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                      | Oct       | Jan | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                      |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> All students will get the remediation required through in class supports, enrichment, and/or intervention. We will follow the district MTSS program. We will have routine MTSS meetings to discuss student supports and progress.<br><b>Strategy's Expected Result/Impact:</b> Accelerated learning<br>All students on grade level<br>Increase in state assessments<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent/Leadership<br>Campus Principals<br>TVAH Administrators<br>District Reading Specialist |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Oct       | Jan | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |           |     |     |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> District level Reading Coordinator will coordinate K-8 schoolwide initiatives, including targeted intervention, Reading Academies, professional development, and CIA support.<br><b>Strategy's Expected Result/Impact:</b> All students on grade level<br>All students showing growth<br>Fewer dyslexia/dysgraphia referrals<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent<br>Campus Principals<br>Assessment Coordinator<br>TVAH Administrators<br>District Reading Coordinator                        |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Oct       | Jan | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |           |     |     |           |
| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Reviews   |     |     |           |
| <b>Strategy 4:</b> District and Campus Instructional Leadership Team will review data at least quarterly as a team and individually with principals, including Individual Student Growth Plans.<br><b>Strategy's Expected Result/Impact:</b> Growth for all students<br>Increase in state assessments<br><b>Staff Responsible for Monitoring:</b> Asst. Supt. of Learning<br>Dir. of Special Education<br>Dir. of Spec/Fed Programs<br>TVAH Coordinator<br>Assessment Coordinator<br>Campus Principals                                            |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Oct       | Jan | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |           |     |     |           |

| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 5:</b> 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.<br>Reading: TxKEA: Kindergarten- BOY, MOY and EOY. TPRI: 1st grade- BOY, MOY and EOY. IReady: 1st-8th, BOY, MOY, and EOY.<br>Math: Stemscores K-2nd - BOY, MOY, EOY. iReady 1st-4th - BOY, MOY, EOY<br><b>Strategy's Expected Result/Impact:</b> Accelerated learning<br>All students on grade level<br>Increase in state assessments<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent<br>Campus Principals<br>TVAH Administrators<br>District Reading Coordinator | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Oct       | Jan | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |     |     |           |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>                                                                                                                                                                                                                                         |           |     |     |           |

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

**Performance Objective 2:** Students will be prepared for life after high school. Including that 90% of HISD students will meet College, Career, and Military Readiness through meeting one of the TSDS PEIMS indicators.

**Evaluation Data Sources:** CCMR reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews                                                                                            |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> West Elementary will host a spring career fair where parents and community members come to campus and share with students about their career, including educational requirements and highlights of those careers.                                                                                                                                                                                                                                                                                  | Formative                                                                                          |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Oct                                                                                                | Jan | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <br>No Progress |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews                                                                                            |     |     |           |
| <b>Strategy 2:</b> Implement Leader in Me initiatives that promote thinking beyond elementary; Jr. Lighthouse Team, campus jobs, etc.<br><b>Strategy's Expected Result/Impact:</b> Students will develop leadership and life skills that prepare them for future success and they will be excited for learning.<br><b>Staff Responsible for Monitoring:</b> Campus Principals<br>Campus Lighthouse Team<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative                                                                                          |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Oct                                                                                                | Jan | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <br>No Progress |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                           |                                                                                                    |     |     |           |



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

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

**Evaluation Data Sources:** Special Education progress monitoring data  
Graduation Rates

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                               |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Special Education teachers will collect data and send home progress reports based on students specific IEP goals.<br><br><b>Strategy's Expected Result/Impact:</b> Student growth towards goal mastery.<br><b>Staff Responsible for Monitoring:</b> Campus Principals<br>Special Education Case Managers<br>Diagnostician<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative                             |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Oct                                   | Jan | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <div><div></div></div><br>No Progress |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                         |                                       |     |     |           |

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

**Performance Objective 4:** Provide services for those students that meet criteria for special programs (At-Risk, G/T, Bilingual, McKinney-Vento, Foster Care, Pregnancy/Parent, migrant, Title I) and ensure their academic growth and graduation.

**Evaluation Data Sources:** Local and State Data

TELPAS

STAAR

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Provide services such as transportation, supplies, school fees, childcare, and free/reduced lunch services for homeless/foster/parents students.<br><b>Strategy's Expected Result/Impact:</b> All students in these categories will receive the supports they need to be successful.<br><b>Staff Responsible for Monitoring:</b> Director of Federal/Special Programs<br>Campus Counselors<br>Campus Nurses                                                                                                                 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Oct       | Jan | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
| <b>Strategy 2:</b> West will provide summer programming and accelerated instruction to those students who did not meet minimum standards on state assessments, and those who need further intervention based on local criteria.<br><b>Strategy's Expected Result/Impact:</b> Accelerated instruction<br>Students meeting grade level expectations<br>All students meeting growth expectations<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br>Assistant Principals<br><br><b>ESF Levers:</b><br>Lever 5: Effective Instruction | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Oct       | Jan | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
| <b>Strategy 3:</b> Staff will be trained and follow district identification procedures for all special programs. (At Risk, Gifted & Talented, Emergent Bilingual, Section 504, Mckinney-Vento, etc.)<br><b>Strategy's Expected Result/Impact:</b> All students identified and served<br><b>Staff Responsible for Monitoring:</b> Director of Federal/Special Programs<br>Campus Principals<br>Campus Counselors                                                                                                                                | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Oct       | Jan | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |

| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 4:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> TELPAS growth for all students<br>Reading on reading level<br><b>Staff Responsible for Monitoring:</b> Director of Federal/Special Programs<br>Campus EB Teachers<br>Campus Principals                                     | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Oct       | Jan | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |
| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
| <b>Strategy 5:</b> Students identified as Gifted and Talented will be served in their classrooms by a certified GT teacher in grades K-12. Additionally, they will receive additional GT time outside the classroom.<br><b>Strategy's Expected Result/Impact:</b> GT students will collaborate with one another and expand their learning<br>Growth in assessment<br>Top tier PSAT scores in 8th grade<br><b>Staff Responsible for Monitoring:</b> Director of Federal/Special Programs<br>GT coordinator | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Oct       | Jan | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                             |           |     |     |           |

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

**Performance Objective 1:** 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   |     |     |           |
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| <b>Strategy 1:</b> Uncertified hires will have work agreements until certification is complete (within two years).<br><b>Strategy's Expected Result/Impact:</b> All staff will be certified by the end of the school year.<br>All students will be taught by a highly qualified teacher.<br><b>Staff Responsible for Monitoring:</b> Director of Human Resources<br>Campus Principals                                                                 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
| <b>Strategy 2:</b> Teachers will have proper certification to serve emergent bilingual students; including bilingual certifications and ESL certifications<br><b>Strategy's Expected Result/Impact:</b> Improved performance of bilingual students.<br>100% of RLA teachers certified ESL<br><b>Staff Responsible for Monitoring:</b> Campus ESL Teachers<br>Campus Principals<br>Director of Federal/Special Programs<br>Director of Human Resources | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
| <b>Strategy 3:</b> ALL K-5 core teachers teachers will be obtain the 30 hour course and maintain the annual HISD 6 hour update.<br><b>Strategy's Expected Result/Impact:</b> Higher level, differentiated instruction in all classrooms.<br><b>Staff Responsible for Monitoring:</b> GT coordinator<br>Campus principals<br>Director of Federal/Special Programs<br>Director of Human Resources                                                       | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Support teachers in year 1 and 2 of their careers through professional development and mentorship.<br><b>Strategy's Expected Result/Impact:</b> Retention of teachers in HISD and in the profession<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent/Leadership<br>Director of HR<br>Campus Principals                                                                                                       | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |

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

**Performance Objective 1:** Improve campus climate and culture related to student discipline

**Evaluation Data Sources:** Discipline reports through Skyward

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Consistent implementation of SEL and character ed curriculum through Leader in Me within classroom setting and emphasis on executive skills building within Behavior Redirection rooms.<br><b>Strategy's Expected Result/Impact:</b> Decreased behavior interventions and referrals.<br>Lessons to include: suicide prevention, conflict resolutions, violence prevention, substance abuse prevention, , healthy relationships<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent<br>Campus Admin<br>Campus Counselors<br>District Behavior Coordinator                                                                                    | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
| <b>Strategy 2:</b> 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-12.<br><b>Strategy's Expected Result/Impact:</b> Team CPI trained<br>Coordination between behavior assistants<br>Systematic checklist aligned with behavior goals and a process for routine evaluation<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent<br>Director of Special Education<br>Campus Principals<br>District Behavior Coordinator<br>LSSP | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews                                                                                            |     |     |           |
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| <b>Strategy 3:</b> Counselor will provide targeted SEL lessons to small groups and classes in need of support with appropriate behaviors, social interactions, motivation, etc.<br><b>Strategy's Expected Result/Impact:</b> Increased student emotional regulation<br><b>Staff Responsible for Monitoring:</b> Counselor<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative                                                                                          |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>           |                                                                                                    |     |     |           |

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

**Performance Objective 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   |     |     |           |
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| <b>Strategy 1:</b> Implement lessons in grade 4 to include vaping and drug/alcohol awareness, including fentanyl. Tiered level of supports to include education and counseling to students and families.<br><br><b>Strategy's Expected Result/Impact:</b> Decrease in disciplinary referrals due to vaping, drugs, and alcohol. Increase involvement by local SHAC and District School Resource Officers in combating these issues<br>Community awareness and support<br><br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent<br>Campus Principals<br>Counselor<br>Chief of Police | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Provide a Discipline Alternative Education Program (DAEP), with data analysis and a transition plan coordinated with the campus DAEP liaison.<br><br><b>Strategy's Expected Result/Impact:</b> Lower percentage of recidivism<br>Proper intake/outtake meetings<br>Goal setting meetings and review while in DAEP setting<br>consultation with district licensed professional counselor while in DAEP and after release<br><br><b>Staff Responsible for Monitoring:</b> Director of Human Resources<br>Campus Principals<br>District LPC<br>Coordinator of Student Services      | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
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| <b>Strategy 3:</b> 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<br><b>Strategy's Expected Result/Impact:</b> Student allegations will be properly investigated and handled at the campus level.<br>Staff allegations will be properly investigate and handled at the level appropriate to the case.<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent<br>Director of Human Resources<br>Director of Safety and Security<br>Director of Federal/Special Programs<br>Campus Principals | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
| <b>Strategy 4:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Analysis of data and actionable steps to decrease problem areas.<br><b>Staff Responsible for Monitoring:</b> Director of Safety and Security<br>Director of Federal/Special Programs<br>Campus Principals<br>Campus Behavior Officer                                                                                        | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
| <b>Strategy 5:</b> Mental health will be supported by a variety of sources, including a district LPC, LSSPs, TCHATT, school counselors, and partnerships with community organizations.<br><b>Strategy's Expected Result/Impact:</b> Students will be provided the appropriate care to support their individual needs.<br><b>Staff Responsible for Monitoring:</b> Director of Federal/Special Programs<br>Campus Principals<br>Campus Counselors<br>LPC<br>LSSP lead                                                                                                                                                                                  | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                 |           |     |     |           |

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

**Performance Objective 1:** HISD expenditure analysis/forecasting information will be evaluated regularly and presented to the board within the budgeting workshops or as requested; including TVAH

**Evaluation Data Sources:** Financials  
Monthly reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                             |     |     |           |
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| <b>Strategy 1:</b> HISD expenditure analysis/forecasting information will be evaluated regularly and presented to the board within the budgeting workshops or as requested; including TVAH<br><b>Strategy's Expected Result/Impact:</b> Optimize fund balance to address district needs.<br><b>Staff Responsible for Monitoring:</b> Superintendent<br>Assistant Superintendent/CFO<br>Assistant Superintendent/Leadership<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative                                                                                           |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                             |     |     |           |
| <b>Strategy 2:</b> Use enrollment projections to determine our needs for future growth.<br><b>Strategy's Expected Result/Impact:</b> School board will have timely and accurate information and be able to make informed decisions.<br><b>Staff Responsible for Monitoring:</b> Superintendent<br>Assistant Superintendent/CFO<br>Assistant Superintendent/Leadership<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning                                                                                        | Formative                                                                                           |     |     | Summative |
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|  No Progress  Accomplished  Continue/Modify  Discontinue                                                                                                                                 |                                                                                                     |     |     |           |

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

**Performance Objective 1:** Update and align planning for prioritized future facilities projects, based on an updated long range facility plan.

**Evaluation Data Sources:** Long range plan

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Meet with each campus to map out boilers, label doors, and conduct at least one inspection per year.<br><b>Strategy's Expected Result/Impact:</b> Safe and secure facilities.<br><b>Staff Responsible for Monitoring:</b> Asst. Supt.<br>Director of Maintenance<br>Campus principals                                                                                                                                             | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |           |     |     |           |

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

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

**Evaluation Data Sources:** Door checks  
Sentinel Reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Comply with all safety checks and regulations. Anything involving an exterior door or other safety measure should be priority.<br><br><b>Strategy's Expected Result/Impact:</b> No accidents<br>Safe schools<br><br><b>Staff Responsible for Monitoring:</b> Superintendent<br>Director of Maintenance<br>Chief of Police<br>Director of Technology                                                                               | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |           |     |     |           |

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

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

**Evaluation Data Sources:** HISD PD schedule

Data use on google classroom

Classroom walkthrough data

Outcomes that align with TEKS

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Funds will be allocated to ensure each campus continues to have classroom sets of student devices and updated technology.<br><b>Strategy's Expected Result/Impact:</b> All students that need a device for home learning will have one. Technology integration in classrooms will increase as evident in classroom observations.<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent<br>Director of Federal/Special Programs<br>Director of Innovation<br>Campus Principals                                                                                      | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Teachers and digital media specialists will have opportunities to participate in blended learning training along with integrating tech tools into their instruction throughout the year. Training will be offered in person and in self paced opportunities.<br><b>Strategy's Expected Result/Impact:</b> Students will be introduced to Google Classroom and online resources from day 1 of instruction.<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent<br>Director of Technology<br>Director of Innovation<br>Campus Principals<br>Assessment Coordinator | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                          |           |     |     |           |

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

**Performance Objective 2:** Ensure infrastructure supports district instructional implementation.

**Evaluation Data Sources:** Device inventory  
Device usage reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Streamline Chromebook support with clear campus communication, repair/replacement procedures, and better damage tracking.<br><b>Strategy's Expected Result/Impact:</b> Devices are available for student use in the classroom.<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent<br>Director of Federal/Special Programs<br>Director of Innovation<br>Campus Principals                                               | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
| <b>Strategy 2:</b> Collaborate effectively with campus administrators and staff to enhance the learning environment while safeguarding sensitive data.<br><b>Strategy's Expected Result/Impact:</b> Devices are available for student use in the classroom.<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent<br>Director of Federal/Special Programs<br>Director of Innovation<br>Campus Principals                                     | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |

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

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

**Evaluation Data Sources:** Sign-In sheets  
Parent Survey  
Signed Parent Compact

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
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| <b>Strategy 1:</b> West will host our Title I Fall Leadership night in the October of 2025, including the distribution of Parent Engagement Policy and the School-Parent Compact, as well as have students showcase their learning and growth in with Leader In Me.<br><br><b>Strategy's Expected Result/Impact:</b> Increased parent engagement<br><b>Staff Responsible for Monitoring:</b> Director of Federal/Special Programs<br>Campus Principals                                                                                                                                 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
| <b>Strategy 2:</b> West will host a Kindergarten orientation night in the spring of 2026 to give parents information about registration and kinder classes, preparing their students for kindergarten, and a tour of a kinder classroom.<br><br><b>Strategy's Expected Result/Impact:</b> Increased CCMR rates<br>Increased graduation rates<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent<br>Director of Federal/Special Programs<br>Director of Special Education<br>Director of CTE<br>Director of Innovation<br>Campus Principals<br>Assessment Coordinator | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
| <b>Strategy 3:</b> West will participate in and support outreach beyond the school day that engages families and the community: such as the Summer Reading, Bobcat Blessings, etc.<br><br><b>Strategy's Expected Result/Impact:</b> Increased parent engagement<br><b>Staff Responsible for Monitoring:</b> Director of Federal/Special Programs<br>HISD Parent Liaison<br>Campus Counselor                                                                                                                                                                                            | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                            |     |     |           |
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| <b>Strategy 4:</b> Provide quarterly HISD Parent, Family & Community newsletter highlighting district events and "happenings."<br><b>Strategy's Expected Result/Impact:</b> Increased parent knowledge and participation.<br><b>Staff Responsible for Monitoring:</b> Director of Federal/Special Programs<br>HISD Parent Liaison                                                                                                                        | Formative                                                                                          |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                            |     |     |           |
| <b>Strategy 5:</b> Provide communication in a language parents understand.<br><b>Strategy's Expected Result/Impact:</b> Increased parent knowledge and participation.<br><b>Staff Responsible for Monitoring:</b> Director of Federal/Special Programs<br>HISD Parent Liaison<br>Campus Principals                                                                                                                                                       | Formative                                                                                          |     |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                            |     |     |           |
| <b>Strategy 6:</b> West Principal will send out monthly parent communication to share upcoming parent events, important campus information and Leader in Me information.<br><b>Strategy's Expected Result/Impact:</b> Increased parent knowledge of events and participation.<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative                                                                                          |     |     | Summative |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <br>No Progress |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                            |                                                                                                    |     |     |           |



# State Compensatory

## Budget for West 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 West 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

# 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    |