

Hallsville Independent School District

Hallsville High School

2025-2026 Campus Improvement Plan



Mission Statement

To prepare students to be responsible and productive citizens by providing properly trained employees, quality educational programs and facilities while meeting community expectations and being financially responsible.

Vision

Excellence in Education

Value Statement

- Consistency among all staff members in discipline, policies, procedures and professionalism

- Collaboration among all staff members
- Communication that is open, honest, and timely with staff and students
- Attitudes that are positive, open-minded, cooperative, friendly, and courteous
- Creating a caring and motivating environment
- High expectations in all classrooms for all students and staff members
- Organization-Being prepared, being on-task, utilizing all time wisely.
- Building relationships with students and staff that foster motivation, support, and teamwork

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The HHS needs assessment resulted from a collaboration between SBDM committee members, campus leadership, and all stakeholders that completed feedback.

Timeline:

Campus Needs Assessment Meetings: February 2025

Stakeholder Survey: March 2025

SBDM Needs Assessment Meeting #1: March 31, 2025

SBDM 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

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

CIP and DIP in Final Draft Format: June 2025

Board Approval: September 2025

SBDM 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 I, Title II, Title III, and Title IV

Campus Leadership Includes:

- Administrators
- Department Heads
- Lead Teachers

Demographics

Demographics Summary

Hallsville High School 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 4,297 residents, according to the 2020 census. However, the school district covers approximately 188 square miles and has more than 18,000 residents. The median age in city limits is 34.1 years, with 83.3% of the population being white, followed by 6.84% Hispanic 2.63% Black (non Hispanic) The median household income within city limits is \$69,291, with 33.5% of those households holding a degree above high school. Texas' median income is \$57,051.

Hallsville High School is a 5A high school.

The physical address is 616 Cal Young Road.

Hallsville High School is estimated to have the following:

Grade levels: 9-12

Total Students: 1422

Female: 49.37%

Male: 48.87%

White: 66.03%

Hispanic-Latino: 16.74%

Black - African American: 8.86%

Two-or-More: 5.63%

Eco Dis: 32.98%

At Risk: 39.87%

Special Education: 12.73%

Emergent Bilingual: 4.57%

Gifted and Talented: 8.86%

Section 504: 13.36%

Graduation Rate: 97.2%

Drop Out: 2.5%

CCMR Complete: 96%

Mobility Rate: 9%

Students receive educational services from 116 professional educators, 11 educational aides, 4 counselors, 1 nurse, and 29 non-teaching staff members.

Demographics Strengths

HHS Graduation and CCMR rates are above State of Texas rates.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students of 2 or more races are not progressing at the same rate as other groups.

Root Cause: We focus on all students versus students based on demographic groups.

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.

Hallsville High School

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

HHS TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
9th	42	60	58	40	-	-	-	-
10th	67	56	33	44	-	-	-	-
11th	33	70	60	30	7	-	-	-
12th	62	55	38	45	-	-	-	-

Student Learning Strengths

- HHS teachers utilize a wide variety of curriculum materials to meet the needs of all learners.
- HHS has intervention staff to service Tier III intervention; both academic and behavior.
- HHS is consistently meeting/exceeding CCMR goals, ensuring that students are prepared for post-secondary success.

School Processes & Programs

School Processes & Programs Summary

At HHS, 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. These initiatives are designed to foster a collaborative and effective learning environment that supports both educators and students in achieving their full potential.

School Processes & Programs Strengths

- Strong foundation in Professional Learning Communities
- Common planning time that is built into the school day
- Intentional focus on RtI/MTSS processes that support staff and student success
- Intentional focus on New to HHS and New Teacher supports

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Implementation of RtI/MTSS has not been consistent.

Root Cause: Difficulty implementing a system that works well within a complex master schedule that hinders collaboration across departments.

Perceptions

Perceptions Summary

The majority of our stakeholders, including parents, students, and community members, have expressed very positive sentiments regarding our school's overall performance. 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 school through Talking Points, Bobcat Bulletin/Newsletter and Social Media posts. 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

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

Problem Statements Identifying Perceptions Needs

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

Root Cause: Value of attendance may not be communicated as effectively.

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 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
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- Violence and/or violence prevention 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: Hallsville High School will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 1: Reading and Math Improvement -

100% of students will show growth in the area of reading & math and Meets/Masters will rise by 5% for all students.

High Priority

Evaluation Data Sources: STAAR

Local Common Formative Assessments

RtI and Intervention Data

4-English II use STAAR and/or ISIP

Strategy 1 Details	Reviews			
Strategy 1: All students will get the remediation required through in class supports, enrichment, and/or intervention. HHS will follow the district MTSS procedures. Strategy's Expected Result/Impact: Accelerated learning All students on grade level Increase in state assessments Staff Responsible for Monitoring: Principal Academic Coordinator Academic Dean Assistant Superintendent/Leadership District Reading Specialist	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: District and HHS Instructional Leadership Team will review data at least quarterly, including Individual Student Growth Plans. Strategy's Expected Result/Impact: Growth for all students Increase in state assessments Staff Responsible for Monitoring: Asst. Supt. of Learning Dir. of Special Education Dir. of Spec/Fed Programs Assessment Coordinator Principal	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: English I, English II and Algebra I teachers will work with an educational consultant to identify high-yield instructional strategies and curriculum alignments. Strategy's Expected Result/Impact: Ensure students meet growth measure standards. Staff Responsible for Monitoring: Principal Academic Coordinator/Dean Asst Supt Assessment Coordinator District Reading Specialist	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Hallsville High School 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			
Strategy 1: Ensure Texas Success Initiative (TSI) readiness of students by assessing and intervening systematically. (100% brick and mortar) Strategy's Expected Result/Impact: An increased number of students will be TSI complete by the time they become seniors in high school. Staff Responsible for Monitoring: Assistant Superintendent Campus Principal Assessment Coordinator CCMR Coordinator	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Enrollment in CTE dual credit coursework and Industry Based Certifications will continue to increase in the 2025-2026 school year. Students will obtain skills necessary to obtain entry level employment and/or skills needed to be successful in a post-secondary institution upon graduation from high school. Strategy's Expected Result/Impact: Students prepared for employment, internship, etc. Staff Responsible for Monitoring: Assistant Superintendent Director of CTE CCMR Coordinator Assessment Coordinator	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: CTE will continue to develop new business and industry partners in the Longview/Marshall area throughout the 2025-2026 school year Strategy's Expected Result/Impact: Increased opportunities and variety for students. Community support and awareness. Staff Responsible for Monitoring: Assistant Superintendent Director of CTE	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: All rising 9th graders will complete a career interest inventory and aptitude assessment, participate in a CTE sponsored JH career fair (including Military), and create a high school 4-year plan before entering high school. Strategy's Expected Result/Impact: Supports CCR goals. Allows students to make choices based on their individual strengths and interests. Staff Responsible for Monitoring: Assistant Superintendent Campus Principal Campus Counselors	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide ACT/SAT Bootcamp outside the school day to students free of charge prior to testing. Strategy's Expected Result/Impact: Increased participation in ACT/SAT Increased scores for ACT/SAT Staff Responsible for Monitoring: Assistant Superintendent Campus Principal Campus Counselors	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Special Education progress monitoring data
Graduation Rates

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

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

Strategy 4 Details	Reviews			
Strategy 4: Emergent Bilingual students scoring less than advanced on TELPAS will receive pull out services from bilingual and/or ESL personnel with data reviewed monthly for progress and need for further intervention. Strategy's Expected Result/Impact: TELPAS growth for all students Reading on reading level Staff Responsible for Monitoring: Director of Federal/Special Programs Campus EB Teachers Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Students identified as Gifted and Talented will be served in their classrooms by a certified GT teacher in grades K-12. Additionally, they will receive additional GT time outside the classroom. Strategy's Expected Result/Impact: GT students will collaborate with one another and expand their learning Growth in assessment Top tier PSAT scores in 8th grade Staff Responsible for Monitoring: Director of Federal/Special Programs GT coordinator	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Provide extended after school and/or summer learning opportunities that focus on STEAM and other academic skills, with priority given to those that are in a special program. Strategy's Expected Result/Impact: Well Rounded educational opportunities More students scoring in the higher percentiles of state testing Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs GT Coordinator	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Hallsville High School 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: HHS will maintain 100% qualified staff, through state certification or district of innovation qualifications.

Evaluation Data Sources: HR records
TEA records

Strategy 1 Details	Reviews			
Strategy 1: Uncertified hires will have work agreements until certification is complete (within two years). Strategy's Expected Result/Impact: All staff will be certified by the end of the school year. All students will be taught by a highly qualified teacher. Staff Responsible for Monitoring: Director of Human Resources Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will have proper certification to serve emergent bilingual students; including bilingual certifications and ESL certifications Strategy's Expected Result/Impact: Improved performance of bilingual students. 100% of RLA teachers certified ESL Staff Responsible for Monitoring: Campus ESL Teachers Campus Principals Director of Federal/Special Programs Director of Human Resources	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: ALL HHS advanced teachers will be obtain the 30 hour course and maintain the annual HISD 6 hour update. Strategy's Expected Result/Impact: Higher level, differentiated instruction in all classrooms. Staff Responsible for Monitoring: GT coordinator Campus principals Director of Federal/Special Programs Director of Human Resources	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: CTE will recruit and hire certified personnel when possible. For any position that is considered "high-demand" or "high need", these individuals will be hired on a Local School District Permit and will be required to complete district professional development activities within the first year of employment. Strategy's Expected Result/Impact: Certified teachers in classrooms Increased student performance Staff Responsible for Monitoring: Director of Human Resources Director of CTE Campus principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Support teachers in year 1 and 2 of their careers through professional development and mentorship Strategy's Expected Result/Impact: Retention of teachers in HISD and in the profession Staff Responsible for Monitoring: Assistant Superintendent/Leadership Director of HR Principal Academic Coordinator	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Hallsville High School will strengthen our comprehensive programs related to safety, discipline and culture, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture)

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

Evaluation Data Sources: Discipline reports through Skyward

Strategy 1 Details	Reviews			
Strategy 1: Consistent implementation of SEL and character ed curriculum, including lessons within the SchoolLinks platform and Leader in Me within selective courses. And emphasis on executive skills building within Behavior Redirection rooms. Strategy's Expected Result/Impact: Decreased behavior interventions and referrals. Lessons to include: suicide prevention, conflict resolutions, violence prevention, substance abuse prevention, human trafficking, healthy relationships Staff Responsible for Monitoring: Assistant Superintendent Campus Principal Campus Counselors District Behavior Coordinator	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Clearly defined and communicated Positive Behavioral Interventions and Supports (PBIS); including the implementation of strategies that align with district adopted resources within the MTSS framework and Behavior Redirection aligned PK-12. Strategy's Expected Result/Impact: Team CPI trained Coordination between behavior assistants Systematic checklist aligned with behavior goals and a process for routine evaluation Staff Responsible for Monitoring: Assistant Superintendent Director of Special Education Campus Principal District Behavior Coordinator LSSP	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Hallsville High School will strengthen our comprehensive programs related to safety, discipline and culture, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture)

Performance Objective 2: Increase safety efforts at HHS.

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

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

Strategy 3 Details	Reviews			
Strategy 3: Staff and Students will be trained on what to report and how to report safety concerns; including bullying & harassment, Title IX harassment, and physical threats to the school community Strategy's Expected Result/Impact: Student allegations will be properly investigated and handled at the campus level. Staff allegations will be properly investigate and handled at the level appropriate to the case. Staff Responsible for Monitoring: Assistant Superintendent Director of Human Resources Director of Safety and Security Director of Federal/Special Programs Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Safe Supportive School teams will be trained and meet at least quarterly to review data and trends. Data should include bullying, harassment, behavior threat assessments, self-harm reports, vaping and other substances, and general discipline trends. Strategy's Expected Result/Impact: Analysis of data and actionable steps to decrease problem areas. Staff Responsible for Monitoring: Director of Safety and Security Director of Federal/Special Programs Campus Principals Campus Behavior Officer	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Mental health will be supported by a variety of sources, including a district LPC, LSSPs, TCHATT, school counselors, and partnerships with community organizations. Strategy's Expected Result/Impact: Students will be provided the appropriate care to support their individual needs. Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Campus Counselors LPC LSSP lead	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Hallsville High School 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: All expenditures are linked to student performance and academic growth.

Evaluation Data Sources: Skyward Finance budget reports

Strategy 1 Details	Reviews			
Strategy 1: Review campus purchase orders to ensure all purchases are linked to student performance and growth. Strategy's Expected Result/Impact: Student Growth Spending within campus budget Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Door checks
Sentinel Reports

Strategy 1 Details	Reviews			
Strategy 1: Comply with all safety checks and regulations. Anything involving an exterior door or other safety measure should be priority. Strategy's Expected Result/Impact: No accidents Safe schools Staff Responsible for Monitoring: Principal HISD Campus Officers	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Hallsville High School will support the use of the district's innovative and sustainable infrastructure and network solutions that will serve the needs of our students and staff in a 21st Century learning environment. (Technology)

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers and digital media specialists will have opportunities to participate in 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. Strategy's Expected Result/Impact: Students will be introduced to Google Classroom and online resources from day 1 of instruction. Staff Responsible for Monitoring: Assistant Superintendent Director of Technology Director of Innovation Campus Principals Assessment Coordinator	Formative			Summative
	Oct	Jan	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 6: Hallsville High School will support the use of the district's 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			
Strategy 1: Streamline Chromebook support with clear campus communication, repair/replacement procedures, and better damage tracking. Strategy's Expected Result/Impact: Devices are available for student use in the classroom. Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Innovation Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborate effectively with campus administrators and staff to enhance the learning environment while safeguarding sensitive data. Strategy's Expected Result/Impact: Devices are available for student use in the classroom. Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Innovation Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Hold annual Title I parent information night in the fall of 2025, including the distribution of Parent Engagement Policy and the School-Parent Compact. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct parent meetings to discuss transitions to each campus, higher education opportunities, financial aide, and the need for making informed curriculum choices as students register for high school. Strategy's Expected Result/Impact: Increased CCMR rates Increased graduation rates Staff Responsible for Monitoring: Assistant Superintendent Director of Federal/Special Programs Director of Special Education Director of CTE Director of Innovation Campus Principals Assessment Coordinator	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide monthly campus newsletter highlighting campus events and "happenings." Strategy's Expected Result/Impact: Increased parent knowledge and participation. Staff Responsible for Monitoring: Principal Campus Communication and Social Media Coordinators	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Provide communication in a language parents understand. Strategy's Expected Result/Impact: Increased parent knowledge and participation. Staff Responsible for Monitoring: Director of Federal/Special Programs HISD Parent Liaison	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Hallsville High School

Total SCE Funds: \$262,462.29

Total FTEs Funded by SCE: 1.82

Brief Description of SCE Services and/or Programs

SCE Funds are allocated towards to following goals: Goal 1: HHS will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement) Goal 3: HHS 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: HHS will foster and create safe, efficient and sustainable learning environments for all students and staff. (Facility and Infrastructure Improvements) Goal 7: HHS will strive to connect and engage with all community stakeholders and foster a culture of transparency and accessibility with all patrons. \$260,962.29 Funds personnel at HHS for credit recovery, STAAR EOC and TSI Enrichment, 504 Extra Duty and 9/10GI Extra Duty \$1,500 Funds Plan4Learning license

Personnel for Hallsville High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Beard, Kami	HHS - EOC	0.35
Kernan, Amanda	HHS - EOC	0.35
Lambert, Cody	HHS	1
Mitchell, Danny	HHS	0.12

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beard, Kami	Teacher	HHS	.235
Garner, Patricia	Teacher	HHS	.1175
Harris, Bruce	Teacher	HHS	.1175
Huffman, Dawndrea	Teacher	HHS	.235
Kernan, Amanda	Teacher	HHS	.3525
Odom, Sarah	Teacher	HHS	.1175
Paul, Jacquelyn	Teacher	HHS	1
Roberts, Jennifer	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