

Hallettsville Independent School District

District Improvement Plan

2018-2019



Mission Statement

HISD exists to educate and empower healthy, self-sufficient citizens who promote integrity, creativity, and continual learning.

Vision

Our Students are:

- Confident about their future and prepared for the next stage of life: campus transition, college, technical/trade school, or career
- Citizens who are morally, socially, and emotionally healthy with productive life skills
- Critical thinkers and problem solvers
- Personally responsible and accountable to others

Our learning environment:

- Promotes self-worth, self-sufficiency and positive attitudes
- Includes facilities that meet the needs of students, staff, and community Provides physical and emotional safety
- Fosters communication between home and school
- Provides opportunities for all types of learners and populations and equips students with skills and knowledge for a career goal
- Provides progressive and reliable technology and appropriate resources
- Encourages collaboration and student driven learning

Our district and community:

- Expect a high level of student achievement
- Develop partnerships to achieve mutual goals
- Nurture the moral character of every student
- Have unity of purpose in achieving student centered goals
- Foster effective and open communication between school and community
- Share services and resources to meet the needs of students and community
- Develop and maintain a high performing staff through accountability and recognition

- Expect students to possess pride and strong work ethic

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Comprehensive Needs Assessment

Needs Assessment Overview

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

Improvement Planning Data:

- District strategic goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR)
- PBMAS data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Accelerated Reader STAR results

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or feedback

Employee Data

- Staff district advisory member surveys and/or other feedback
- Professional development needs assessment data
- Parent district advisory member surveys and/or other feedback

Demographics

Demographics Summary

Enrollment:

District: 1,203

Special Programs:

- Special Education: 106 (10%)
- LEP: 25 (2%)
- Gifted/Talented: 73 (7%)
- Career & Technology Education: 426 (35%)

Special Populations:

- Economically Disadvantaged: 434 (40%)
- At-Risk: 384 (36%)

Student Behavior:

Disciplinary Incidents: 484

- Out-of-school suspension: 53
- In School suspensions: 352
- Placements in DAEP: 26
- Partial Day Suspensions: 37
- Partial Day In School Suspensions: 88
- Continuation of DAEP from other District: 0
- Court Order DAEP: 0

Ethnicity:

- Hispanic: 249 (21%)
- White: 777 (65%)
- African American: 128 (11%)

- Asian: 3 (1%)
- American Indian: 5 (1%)
- Pacific Islander: 0 (0%)
- Two or More Races: 41 (3%)

Attendance:

District: 96.64%

Attendance by Campus:

- Hallettsville High School 95.70%
- Hallettsville Junior High School 96.60%
- Hallettsville Elementary 94.90%
- GOALS 86.7%

Drop Out Rates:

Grades 9-12: 0%

Demographics Strengths

Hallettsville Independent School District's attendance of 96.20%

Hallettsville Independent School District's enrollment has increased by 80 students since fall 2017.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increased class sizes have presented challenges for classroom teachers.

Problem Statement 2: More diverse and changing student populations present varying needs requiring additional supports and resources.

Student Achievement

Student Achievement Summary

All campuses and the district Met Standard on 2018 TEA accountability report.

Student Achievement Strengths

- 73% of students in Grade 4 Writing at HJH were Approaching Grade Level as compared to the Texas state average of 61%
- 90% of students in Grade 6 Math at HJH were Approaching Grade Level as compared to the Texas state average of 76%
- 87% of students in Grade 8 Math at HJH were Approaching Grade Level as compared to the Texas state average of 76%
- 78% of students in English I at HHS were Approaching Grade Level as compared to the Texas state average of 60%
- 83% of students in English II at HHS were Approaching Grade Level as compared to the Texas state average of 66%
- 91% of students in Algebra I at HHS were Approaching Grade Level as compared to the Texas state average of 83%
- 92% of students in Biology at HHS were Approaching Grade Level as compared to the Texas state average of 87%
- 100% of students in US History at HHS were Approaching Grade Level

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 77% of students in Grade 4 Math at HES were Approaching Grade Level as compared to the Texas state average of 78%

Problem Statement 2: 65% of students in Grade 5 Science at HJHS were Approaching Grade Level as compared to the Texas state average of 75%. For the past seven years HISD 5th grade science scores have been below the state average.

Problem Statement 3: 58% of students in Grade 6 Reading were Approaching Grade Level as compared to the Texas state average of 66%

District Culture and Climate

District Culture and Climate Summary

Hallettsville Independent School District's culture and climate Comprehensive Needs Assessment was developed from a survey administered to parents, students, and staff members in the spring of 2018.

District Culture and Climate Strengths

At Hallettsville Elementary, 36.42% of students agree and 49.13% of students strongly agree that they feel safe at school. 28.21 % of teachers and staff at HES agree and 58.97% strongly agree that they work in an environment that is safe. 40.46% of HES students agree and 44.51% strongly agree that their school is good.

At Hallettsville Junior High School, 42.18% of students agree and 37.76% of students strongly agree that they feel safe at school. 66.67% of teachers and staff at HJH agree and 28.57% strongly agree that they work in an environment that is safe. 54.08% of students at HJH agree and 32.31% strongly agree that HISD provides a quality learning climate.

At Hallettsville High School, 45.52 % of students agree and 27.93% of students strongly agree that they feel safe at school. 61.54% of teachers and staff at HHS agree and 23.08% strongly agree that they work in an environment that is safe. 57.24% of students at HHS agree and 23.10% strongly agree that HISD provides a quality learning environment.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: There are concerns mentioned in surveys that there is more focus on athletics than academics.

Problem Statement 2: Not all students are held to the same standards of conduct and discipline is perceived as inconsistent by some stakeholders.

Problem Statement 3: Teachers and staff members perceive that not all employees are being held to a high professional standard.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hallettsville Independent School District conducts staff development activities to improve staff quality based on Comprehensive Needs Assessment of the district and campuses. Recruitment efforts are made by posting open positions on district, professional organization, and university/college websites.

Staff Quality, Recruitment, and Retention Strengths

- Hallettsville ISD maintained 100% highly qualified staff in core subject areas.
- Paraprofessionals throughout the district used in an instructional capacity maintained 100% highly qualified status.
- 76.92% of HHS teachers and staff would recommend the district to a friend as a good place to work.
- 95.24% of HJH teachers and staff would recommend the district to a friend as a good place to work.
- 82.05 % of HES teachers and staff would recommend the district to a friend as a good place to work.
- Professional development activities offered in the district have been well-received by teachers and instructional staff members during the past two years.
- As a district of innovation, HISD has provided more time for teacher meetings and planning to prepare for instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers receive limited feedback and coaching on their teaching performance. **Root Cause:** Administrative and campus duties interfere with quality feedback and coaching time.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Hallettsville ISD utilizes TEKS Resource System to align curriculum standards, research based best practices for instructional strategies, and Eduphoria Aware for assessment data. Teachers and administrators analyze state assessment data as well as curriculum based assessment data to improve instruction.

Curriculum, Instruction, and Assessment Strengths

- TEKS resources system is used for curriculum scope and sequence and alignment.
- Lead4ward provides TEKS snapshots for teachers to better understand readiness and supporting standards.
- Lead4ward is also utilized for instructional strategies and performance standards.
- Eduphoria Aware houses data from state assessments, benchmarks, beginning and end of year assessments, and checkpoint assessments.
- Reports in Aware allow teachers to analyze data.
- Eduphoria Forethought is used for lesson plans on all campuses.
- The Curriculum Director meets with teachers every six weeks during C&I planning meetings to share instructional strategies, analyze data, and discuss plans for altering instruction as needed to increase student performance.
- Checkpoint assessments are being implemented in math for grades 1 to 8, and reading checkpoints are being developed. These assessments allow teachers to recognize weak areas each six weeks.
- The AVID program is being implemented on all campuses in the district.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students with low performance need more assistance in the classroom and different ways to address their learning needs. **Root Cause:** More students are coming to HISD with learning needs and/or disabilities. Teachers have to address the needs of all students and differentiate instruction for each student, which can be challenging with limited planning time and growing class sizes.

Problem Statement 2: Some teachers feel they do not have ample coaching and support to improve instruction in their specific content area. **Root Cause:** There is one curriculum director for the district, which includes all teachers in grades PreK through 12 and all subject areas, and limited staff available for curriculum coaching.

Problem Statement 3: High school students want more opportunities to take a variety of dual credit courses. **Root Cause:** In order for dual credit courses to be taught on the HHS campus, we must have a minimum of 10 students enrolled in the course. Some dual credit courses offered do not make because of low enrollment.

Parent and Community Engagement

Parent and Community Engagement Summary

Hallettsville Independent School District continues to implement initiatives to educate and involve community and families.

Parent and Community Engagement Strengths

Each campus holds a variety of opportunities for parents to become involved in the educational process.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Work obligations and family responsibilities prevent some parents from attending school events and parent involvement training.

District Context and Organization

District Context and Organization Summary

District and Campus goals are aligned and are derived by a Comprehensive Needs Assessment process.

District Context and Organization Strengths

Campus Advisory Councils on all three campuses and the District Advisory Council provide opportunities for teachers, paraprofessionals, parents, students, business and community members to provide input on the educational programs provided in Hallettsville ISD.

All three campuses and the district are currently using Plan4Learning and Title I Crate to develop campus and district improvement plans and to centralize documentation related to school improvement efforts.

Hallettsville ISD is in year 3 of implementation of the District Strategic Plan, and significant progress has been made toward realizing district goals.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Limited staff who are able to dedicate time to focus on school improvement. **Root Cause:** In a small district, campus and district administrators wear many hats and are often consumed with day to day administrative duties.

Technology

Technology Summary

Hallettsville ISD provides progressive technology that accounts for the evolving job market while equipping students and staff with appropriate devices and ample support.

Technology Strengths

- Appropriate bandwidth and network backbone to facilitate a redundant and robust and safe learning environment.
- Sufficient numbers of technology staff to accomplish most daily tasks.
- New computers introduced are up-to-date and capable of providing adequate computing power for all classroom needs.
- Timely and accurate completion of technology help desk tickets.
- Tech staff willing to go above and beyond to accommodate the needs of teachers and students.
- Parent/Teacher communication facilitated through digital platforms.
- Emergent technologies introduced to provide experience to students for future careers and to help them attain job readiness.
- Students are capable of translating between several operating systems and various types of programs due to the hybrid Apple/PC nature of HISD's environment.
- Mobile Device Management handled effectively and efficiently to provide rich and numerous application experiences for students and staff.
- Ample amount of devices to accommodate all learning needs at High School and Elementary.
- Course offering for students allows for a computer language, robotics, digital media, and av, as well as digital product development at Junior High and High School levels.
- Digital access card readers, video access solutions, security camera systems, and Raptor ID system in place to ensure student safety through controlled access to campuses.
- VOIP telephones in all key areas and all classrooms.
- Teacher Technology Station comprised of Elmo, Laptop, and Projector in every classroom

Problem Statements Identifying Technology Needs

Problem Statement 1: There is a need for more updated reliable devices. **Root Cause:** Funding limitations over the past years have caused an inability to phase out outdated equipment at an appropriate pace. Teachers do not have the current capacity to troubleshoot minor issues that affect computer use.

Problem Statement 2: Some teachers do not use technology in their lessons creating a lack of hands on diverse learning. **Root Cause:** Access to technology is limited to unreliable computers at times. Teachers need more technology PD to feel comfortable designing and executing technology rich lessons.

Teachers need more training in technology competencies.

Problem Statement 3: Students and teachers at HISD are not prepared to embrace virtual learning anywhere, anytime, any path, any pace. **Root Cause:** Lack of adequate equipment for all students including but not limited to access to devices after school and access to adequate internet stream. Teachers required more PD for these platforms. Currently not enough buy in.

Problem Statement 4: There is an inequality amongst campuses in the amount and type of technology offered. **Root Cause:** Campus budget allotments have differed in regards to technology in the past.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals


Goal 1: Infrastructure: HISD has appropriate facilities and a comprehensive plan providing a safe and secure environment for students, employees, and community members.

Performance Objective 1: The district identify and prioritize facility needs through monthly cabinet meetings and board goal-setting workshops.


Evaluation Data Source(s) 1: Meeting minutes from cabinet, district advisory council, and board meetings indicating priorities. Visitations to facilities needing improvement

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Solicit input on facilities needs from principals and department heads at monthly cabinet meetings.	Superintendent Principals Department Heads	Cabinet meeting minutes				
2) Solicit input on facility needs from district advisory council members at scheduled meetings.	Superintendent	District Advisory Council Meeting Minutes				
3) Identify board member facility goals and priorities at annual goal-setting workshop	Superintendent	Board workshop notes and goals				
4) Schedule visits to facilities in need of improvement or replacement	Superintendent	Meeting agendas and minutes				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Infrastructure: HISD has appropriate facilities and a comprehensive plan providing a safe and secure environment for students, employees, and community members.

Performance Objective 2: Collaborate with architect and campus/department leaders to develop budget estimates for foreseeable facilities projects such as HHS old gymnasium

Evaluation Data Source(s) 2: Preliminary gym plan and budget estimate.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Present preliminary plan and budget estimate for gym replacement to board members for long-term planning	Superintendent Athletic Director High School Principal	Board meeting agenda and minutes				

Goal 1: Infrastructure: HISD has appropriate facilities and a comprehensive plan providing a safe and secure environment for students, employees, and community members.

Performance Objective 3: Prepare available district property for parking lots at Hallettsville Elementary and Hallettsville Junior High School.

Evaluation Data Source(s) 3: Preliminary plans for parking lots, and budget estimates for consideration.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Seek bids on developing parking lots at Hallettsville Junior High School	Maintenance Director	Estimates for parking lot development				
2) Present estimates on parking lot development to school board for consideration	Superintendent Business Manager Maintenance Director	List of Maintenance Department facilities priorities with related costs including parking lot estimates.				

Goal 1: Infrastructure: HISD has appropriate facilities and a comprehensive plan providing a safe and secure environment for students, employees, and community members.

Performance Objective 4: Utilize Safe Schools on-line training sessions and ALICE training as well as a variety of drills to keep staff members and students safe and to prepare for crisis situations.

Evaluation Data Source(s) 4: Records of Safe School training and staff sign-in sheets

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Assign appropriate Safe Schools on-line training modules to district staff members and monitor timely completion	Superintendent Campus Principals Department Heads	Rosters of completed training				
2) Utilize ALICE training to prepare staff for crisis situations	District Safety Coordinator Campus Principals Department Heads Superintendent	Training session sign-in sheets				
3) Conduct fire, weather, and lockdown drills and maintain records of drills.	Campus Principals District Safety Coordinator Superintendent	Documented drills on all campuses.				
4) Collaborate with community partners to develop an Active Shooter Drill for Hallettsville ISD	District Safety Coordinator Campus Principals Superintendent	Documented Drill and debriefing notes				

Goal 1: Infrastructure: HISD has appropriate facilities and a comprehensive plan providing a safe and secure environment for students, employees, and community members.

Performance Objective 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Evaluation Data Source(s) 5: Discipline records, behavior charts, documentation of staff training.

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue Character Education Programs on all campuses and provide encouragement and support for students to make healthy choices leading to student success.	Campus Principals and Counselors	Discipline Reports showing minimal levels of violent behavior and decreased discipline referrals as well as investigations involving bullying. Increased positive student behaviors recognized by staff and campus administrators. Staff rosters of teachers and staff members trained in Capturing Kids Hearts, Teen Leadership and other training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education.				
2) Provide staff development that addresses discipline management, anger management, drug awareness, conflict resolution, gang awareness, suicide prevention, bullying, harassment and dating violence, and sexual abuse and other maltreatment of children.	Campus principals Superintendent	Documentation of training through the Safe-Schools On-line training system, campus faculty meeting agendas for specific professional development, and staff acknowledgment of handbooks indicating that they have read and understood district policies and expectations.				
3) Implement controlled access plans on each campus as appropriate and utilize community resources such as the Hallettsville Police Department, the Lavaca County Sheriff's Office and drug dogs as well as software programs such as the CopSync 911 emergency notification system and the Raptor visitor check-in system to insure that students, staff members, and community member are safe and secure on school property.	Campus Principals Maintenance Director Superintendent	Records of CopSync drills, Raptor records of visitors, documentation of drug dog visits, and controlled access logs.				
						

Goal 2: Funding: HISD budgets for the future with fiscally sound decisions and transparency.

Performance Objective 1: The district will continue to make fiscal decisions that are tied to district priorities resulting in the effective allocation of resources and accomplishment of goals.

Evaluation Data Source(s) 1: District data reports and surveys that indicate meeting district goals including students surpassing state standards on required state assessments for Spring 2018.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) District will utilize local, federal, special education and special programs funds to increase student achievement.	Superintendent Business Manager Curriculum Director	State Assessments				
Funding Sources: State Comp Ed (PIC 24 or 30) - 6331.00, Title I (Fund 211) - 2250.00						
2) Conduct annual audit of the management of fiscal practices	Business Manager	Auditor's Report				
3) Conduct monthly budget reviews	Superintendent Business Manager Principals Department Heads	Signed monthly budget reports with notations of needs and priority items for 2019-2020				
4) District funding requests will be submitted based upon the goals and priorities of each fiscal entity within the district.	Superintendent Business Manager Principals Department Heads	Campus and department priority lists presented at February board meeting and proposed 2019-2020 budget presented at June board meeting				
5) District will utilize Survey Monkey to evaluate programs and effectiveness of strategies across the district and campuses.	Superintendent Curriculum Director	Survey Results				
						


Goal 2: Funding: HISD budgets for the future with fiscally sound decisions and transparency.

Performance Objective 2: The district will continue to upgrade existing facilities with excess fund balance and alternative funding sources such as community fundraisers and community grant programs.


Evaluation Data Source(s) 2: Five-year budget plan, board meeting minutes including designation of fund balance, periodic summary of community donations, and grant award letters.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Determine available fund balance to be designated for facilities projects.	Business Manager Superintendent	Maintain optimum fund balance, designate available fund balance and update five-year budget plan for capital expenditures.				
2) Periodically update spreadsheet of community donations toward football field improvement project	Business Manager Superintendent	Updated spreadsheet showing revenue received to date and projected revenue over a ten year period.				
3) Identify community grant opportunities and facilities project priorities with district leaders.	Superintendent Business Manger	Completed grant applications and grant award letters.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: Technology: HISD provides progressive technology that accounts for the evolving job market while equipping students and staff with appropriate devices and ample support.


Performance Objective 1: HISD will procure technology devices and software that are appropriate to diverse needs of all learners and staff to support 21st Century innovative instructional techniques

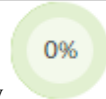
Evaluation Data Source(s) 1: Five-year Budget Plan, Purchasing Spreadsheets, Recycle reports, Technology meeting minutes, Eduphoria Help Desk Tickets


Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Identify priorities and needs of campuses through site visits and needs assessments	Superintendent Principals Technology Director Technology Coaches	Development of 5 Year Technology Plan				
2) Purchase appropriate equipment and software through approved vendors and move purchases to District level for oversight	Superintendent Principals Technology Director Technology Coaches Business Manager	Appropriate and ample technology equipment on each campus from cost conscious resources				
3) Evaluate software for effectiveness	Superintendent Principals Technology Coaches	Increase in STAAR scores, AR STAR scores				
4) Decomission outdated equipment and programs as needed	Superintendent Technology Director Technology coaches	Decrease in Eduphoria helpdesk tickets, Increased instructional time				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 3: Technology: HISD provides progressive technology that accounts for the evolving job market while equipping students and staff with appropriate devices and ample support.

Performance Objective 2: District Staff and students exhibit technological knowledge, skills and work processes appropriate to their position and continuously try to broaden their perspectives and enrich their learning while modeling digital citizenship


Evaluation Data Source(s) 2: Session sign-in sheets, Help Desk Request, Technology Coach Logs, Email Bulletins, Rosters for training, Lesson Plans

Summative Evaluation 2:

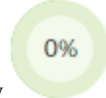
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide Staff development and coach teachers in and model design and implementation of technology-enhanced learning during District of Innovation Professional Development Days	Technology Director Technology coaches	Diverse Digital Learning Environments as evidenced through lesson plans				
2) Provide students and staff resources to develop and promote digital citizenship and cyber ethics	Principals Technology Director Technology coaches Campus Counselors	Increased awareness of digital citizenship and internet safety				
3) Provide students with the tools to understand fundamental concepts of technology aligned to the TA-TEKS standards	Technology Director Technology coaches	Instructional Lesson Plans aligned to TA-TEKS Standards				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: Technology: HISD provides progressive technology that accounts for the evolving job market while equipping students and staff with appropriate devices and ample support.

Performance Objective 3: District staff will critically curate a variety of resources using digital tools to develop authentic learning experiences and assessments for 21st century learners to allow for the production of creative artifacts and meaningful lessons


Evaluation Data Source(s) 3: Lesson Plans, Digital Learning Tools Reports, Digital Artifacts, Technology Coach Logs, District of Innovation Professional Development Days

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Embrace continuous technology learning utilizing innovative software and devices creating a variety of learning environments	Technology Director Technology Coaches	Innovative Teacher Lesson Plans, Increase in digital course offerings				
2) Encourage staff to collaborate and co-learn with students to explore and experiment with digital tools and resources	Technology Director Technology coaches	Increase in learning and awareness in both students and teachers				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: Technology: HISD provides progressive technology that accounts for the evolving job market while equipping students and staff with appropriate devices and ample support.

Performance Objective 4: HISD provides ample technological and instructional support to sustain a dynamic, digital age learning culture


Evaluation Data Source(s) 4: Eduphoria Helpdesk tickets, email records, Training certificates, vendor correspondences, Community Sign in sheets

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Address technology repair needs quickly and accurately	Technology Director Technology Coaches Computer Technicians Student Computer Technicians	Increased classroom learning time, more efficient learning and business environments				
2) Identify cost saving alternatives for repairs and build in house knowledge of all systems	Technology Director	Increased efficiency, decrease in budgetary impacts for contractual labor				
3) Engage the community to establish effective off-site learning opportunities through adult coaching and instruction in district technology programs and equipment	Technology Director Technology coaches	Parental understanding of the student's technology resources				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: Accountability: HISD surpasses state standards through quality, engaging, and aligned curriculum and instruction, emphasizing critical thinking and application.

Performance Objective 1: All students will meet the passing standards on required TEA state assessments in all subject areas and will meet or exceed the expectations of the Every Student Succeeds Act (ESSA) requirements. Emphasis will also be placed on increasing the number of students who meet the criteria for "Meets Grade Level" on state assessments.

Evaluation Data Source(s) 1: STAAR, Benchmarks, Checkpoint Assessments, CogAT

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All campuses will focus on the areas of Reading and Math by using data from a variety of assessments to adjust instruction and address weaknesses.	curriculum director, campus principals, department chairs, grade level team members	progress reports, report cards, curriculum based assessment results, benchmark results				
Funding Sources: State Comp Ed (PIC 24 or 30) - 2500.00						
2) Campuses will continue to utilize TEKS Resource System as the district curriculum along with TXGUIDE for online classroom strategies and combine technology with classroom instruction.	curriculum director, campus principals	Utilizing technology with daily lessons, students using technology more frequently and at a higher level of thinking that coincides with the curriculum				
Funding Sources: Local Funds (PIC 11) - 8061.00						
3) Utilize Eduphoria AWARE & TEKS Bank to create assessments and disaggregate data to target areas of concern. Data will also be used to assist teachers in adjusting instruction.	curriculum director, campus principals	progress reports, report cards, curriculum based assessment results, benchmark results				
Funding Sources: State Comp Ed (PIC 24 or 30) - 1500.00						
4) Elementary and Junior High campuses will utilize Accelerated Reader and STAR Enterprise program to enhance reading and comprehension skills and improve vocabulary.	curriculum director, district librarian, campus principals	Accelerated Reader Reports, STAR Enterprise Reports				
5) Utilize Lexia as well as other strategies and resources for struggling readers and students with Dyslexia	campus principals, district dyslexia program coordinator	Lexia reports, improved services for students being served in the dyslexia program				
Funding Sources: State Comp Ed (PIC 24 or 30) - 39958.00, Local Funds (PIC 11) - 21601.00						
6) District will contract with Region 3 Education Service Center for assistance in the areas of Reading, Writing, Math, Science, and Social Studies.	curriculum director, campus principals	Eduphoria walk-through reports				
Funding Sources: State Comp Ed (PIC 24 or 30) - 7868.00, Title I (Fund 211) - 5000.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: Accountability: HISD surpasses state standards through quality, engaging, and aligned curriculum and instruction, emphasizing critical thinking and application.

Performance Objective 2: Teachers in core areas will be trained to teach GT students. GT students in grades Kindergarten through 12th will be serviced by a trained GT teacher.

Evaluation Data Source(s) 2: GT initial 30 hour training, GT annual 6 hour updates

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All staff will receive training for GT strategies and /or certificates. The GT coordinator will provide guidance and professional development for GT teachers.	district GT coordinator, campus principals, campus GT coordinator, campus GT teachers	EOY district and campus assessments, report cards, student portfolios, campus showcases				
2) The district GT coordinator and campus GT teachers/coordinators will attend the GT conference.	district GT coordinator, campus principals, campus GT coordinator, campus GT teacher	District and campus awareness and implementation of strategies to support and extend accelerated learning.				
Funding Sources: GT (PIC 21) - 6200.00						


Goal 4: Accountability: HISD surpasses state standards through quality, engaging, and aligned curriculum and instruction, emphasizing critical thinking and application.

Performance Objective 3: All students will maintain or increase college entrance (SAT/ACT) and AP exam participation and performance.


Evaluation Data Source(s) 3: Number of students passing the SAT/ACT and AP exams.

Summative Evaluation 3:

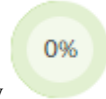
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to offer Pre-AP, AP, and Dual Credit courses to increase college credits in high school and acceptance in colleges.	curriculum director, high school principal, high school counselor	Enrollment numbers of students in Pre-AP, AP, and Dual Credit courses				
2) Continue to send Pre-AP and AP teachers to approved College Board workshops and conferences.	curriculum director, secondary principals	Teachers registered for Pre-AP and AP workshops and conferences				
3) Continue the Advancement Via Individual Determination (AVID) program to assist students in the preparation for college who might otherwise not attend.	curriculum director, AVID district director, AVID teacher, secondary principals	Student enrollment in AVID classes, AVID reports, number of students enrolling in colleges/universities				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 4: Accountability: HISD surpasses state standards through quality, engaging, and aligned curriculum and instruction, emphasizing critical thinking and application.

Performance Objective 4: The district's attendance rate will meet the state standard of 96% or above for all students.


Evaluation Data Source(s) 4: Attendance rate for all students via district PEIMS reports.

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide incentive programs to encourage and maintain attendance, such as exemptions from semester exams, perfect attendance, and highest attendance rewards at the end of each six weeks.	campus principals	attendance reports				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 4: Accountability: HISD surpasses state standards through quality, engaging, and aligned curriculum and instruction, emphasizing critical thinking and application.

Performance Objective 5: The district's completion rate will be at or above 95% for all student groups.


Evaluation Data Source(s) 5: Percentage of students completing high school based on PEIMS reports.

Summative Evaluation 5:

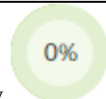
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to explore/expand programs in the areas of course offerings, extracurricular/co-curricular activities, and vocational programs.	curriculum director, high school principal	course selection guide and master schedule of courses, enrollment in various courses				
2) Continue to utilize Odysseyware for credit recovery and intervention in order for students to meet graduation requirements.	curriculum director, high school principal	transcript of credits successfully completed, increase in graduation rates				
3) Continue the Advancement Via Individual Determination (AVID) program to assist students in the preparation for college who might otherwise not attend.	curriculum director, AVID director, high school principal	Student enrollment in AVID classes, AVID reports				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: Staff: HISD hires and retains diverse, high-performing, competitively compensated employees who exhibit professionalism and strive for educational excellence.

Performance Objective 1: Teachers and aides hired in the district will meet federal highly qualified status and/or State Board for Educator certification requirements prior to the first day of instruction or if no highly qualified candidates are available, new hires will achieve highly qualified status within six months of employment with the district.

Evaluation Data Source(s) 1: The district will meet 100% Highly Qualified status for federal standards and 100% Certified on Texas State Board for Educator Certification standards on all campuses.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Confirm appropriate certification or credentials for assigned instructional areas.	Campus Principals Superintendent	Valid Certificates for areas taught or served				
2) Provide notice of expiration of SBEC certification and contractual requirements.	Superintendent's Secretary	SBEC submissions and certificate renewals.				

Goal 5: Staff: HISD hires and retains diverse, high-performing, competitively compensated employees who exhibit professionalism and strive for educational excellence.

Performance Objective 2: Teachers and instructional staff members serving students in the Gifted/Talented program will maintain or attain GT certification and updates through professional development opportunities.

Evaluation Data Source(s) 2: Documentation of GT certification, registration forms, certificates of training, contracts with professional development consultants, sign-in sheets, and lesson plans.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Notify teachers and instructional staff members of GT training opportunities and assist with registration.	Curriculum Director Campus Principals	Registrations and certificates of completion.				
Funding Sources: GT (PIC 21) - 1500.00						
2) Maintain documentation for teachers and instructional staff members serving students in the GT program.	Campus Principals Campus GT Contacts Superintendent	Certificates of initial training and required updates.				


Goal 5: Staff: HISD hires and retains diverse, high-performing, competitively compensated employees who exhibit professionalism and strive for educational excellence.

Performance Objective 3: Teacher technology proficiencies according to the State Board for Educator Certification standards will be increased by providing staff development that meets state and federal requirements and provides opportunities for teacher growth and student success in the digital age.


Evaluation Data Source(s) 3: Documented classroom observations of the successful use of technology. Technology showcase participants, mini-conference agendas, and other evidence of teacher leaders sharing knowledge regarding best practices in utilizing technology in the classroom.

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Organize mini-conferences, showcases, and sharing sessions where teachers can exchange ideas about effective uses of technology in the classroom.	Campus Principals Campus Instructional Technologists	Meeting and conference agendas.				
2) Provide opportunities for teachers to share technology resources and strategies in small groups.	Campus Principals Campus Instructional Technologists	Meeting minutes and agendas.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: Staff: HISD hires and retains diverse, high-performing, competitively compensated employees who exhibit professionalism and strive for educational excellence.

Performance Objective 4: Instructional staff members participate in curriculum alignment meetings to share resources, strategies, and progress toward department, grade level, and campus goals.

Evaluation Data Source(s) 4: Meeting agendas, benchmark data, intervention plans, state assessment data.

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Schedule periodic alignment meetings with grade levels or departments	Campus Principals Grade Level Chairs Department Heads Curriculum Director Superintendent	Meeting agendas, benchmark data, intervention plans, state assessment data.				
Funding Sources: State Comp Ed (PIC 24 or 30) - 26737.00						
2) Provide grade level and/or department meeting time for planning and alignment.	Campus Principals Grade Level Chairs Department Heads	Meeting schedules and lesson plans.				

Goal 5: Staff: HISD hires and retains diverse, high-performing, competitively compensated employees who exhibit professionalism and strive for educational excellence.

Performance Objective 5: The district will engage instructional leaders in leadership coaching for high performance training to assist administrators as they engage teachers in appraisal and observation conferences

Evaluation Data Source(s) 5: Increased performance for classroom teachers on T-TESS and increased student performance as measured by STAAR and EOC state assessments.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Register Curriculum Director and campus instructional coaches/leaders for Leadership Coaching Training	Mandy Bucek Campus Principals	Increased leadership capacity for effective instructional coaching and increased student performance in tested areas.				
Funding Sources: Title I (Fund 211) - 5000.00						
2) Curriculum Director will share instructional coaching strategies with campus principals during administrator meetings	Curriculum Director	Increased focus on student achievement and support for classroom teachers				
						

Goal 5: Staff: HISD hires and retains diverse, high-performing, competitively compensated employees who exhibit professionalism and strive for educational excellence.

Performance Objective 6: The district will utilize the Texas Association of School Boards Human Resources Service salary survey data to competitively compensate employees who exhibit professionalism and continually strive for educational excellence.

Evaluation Data Source(s) 6: Historical comparison of salary schedules or salary listings illustrating progress toward or exceeding market median salaries for Region 3.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Subscribe to TASB HR Services, submit district salary data for various employee groups, and print comparison documents by position for districts in Region3.	Human Resources Director Superintendent Secretary Business Manager Superintendent	Salary comparison documents.				
2) Utilize TASB HR salary comparison data to determine employee compensation in relation to the market median and make recommendations to the Board of Trustees for consideration.	Business Manager Superintendent	Salary recommendation spreadsheets illustrating current and proposed salaries as well as market median, years of experience, and variance from the Region 3 median.				

Goal 5: Staff: HISD hires and retains diverse, high-performing, competitively compensated employees who exhibit professionalism and strive for educational excellence.

Performance Objective 7: The district will engage teachers in quality professional development for high performance training.

Evaluation Data Source(s) 7: Increased performance for classroom teachers on T-TESS and increased student performance as measured by STAAR and EOC state assessments.

Summative Evaluation 7:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will attend professional development workshops and conferences and implement strategies they learn in the classroom.	Campus Principals Curriculum Director	Increased focus on student achievement and engaging instruction.				
Funding Sources: Title II (Fund 255) - 5500.00						
2) Teachers will attend quality professional development within the district, including professional speakers.	Campus Principals Curriculum Director	Increased focus on student achievement and engagement.				
Funding Sources: Title II (Fund 255) - 6000.00						

Goal 5: Staff: HISD hires and retains diverse, high-performing, competitively compensated employees who exhibit professionalism and strive for educational excellence.

Performance Objective 8: Teachers new to HISD will participate in a Teacher Mentor Program for at least one year.

Evaluation Data Source(s) 8: Attendance at Mentor Program meetings, monthly checklists for mentor and new teachers.

Summative Evaluation 8:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Master teachers will mentor teachers new to the district using the mentor teacher handbook and monthly checklists to assist new teachers in classroom performance and acclimation to a new district and/or position.	Campus Principals Curriculum Director	Increased teacher performance and retention of new teachers through support from master teachers in the district.				
Funding Sources: Title II (Fund 255) - 4000.00						

Goal 6: Culture: HISD addresses the various needs of a changing student population and partners with diverse family structures.

Performance Objective 1: Maintain or increase involvement of parents, community, and businesses to create partnerships to support student achievement in the educational environment.

Evaluation Data Source(s) 1: Registrations and RSVPs for parent involvement conference/activities and sign-in sheets.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Set dates for Open House/Meet the Teacher Events, Public School Week, Parent Conferences, required Title I and Title III campus meetings and GT parent meetings as required by state and federal law.	Campus Principals	Sign-in sheets and documentation of attendance at special events and required parent meetings as well as completion of parent conference forms in Eduphoria for every student on a campus receiving Title I school-wide funds.				
2) Involve parents in district and campus initiatives according to board policy BQA (Local) and BQB (Local) and utilize input to develop the district and campus comprehensive needs assessments as well as district and campus priorities.	Campus Principals Superintendent	Lists of Campus Advisory Council and District Advisory Council Members; Comprehensive Needs Assessment Summary of Strengths, Needs, and Priorities				
3) Recruit parents to attend the Region III Parental Involvement Conference in Victoria and provide transportation.	Campus Principals Superintendent	Registrations and Certificates of Attendance				
4) Continue to assist students/parents with college and career readiness through College Nights and the AVID program.	Campus Principals Campus Counselors District AVID Coordinator	Documentation of attendance at College Nights and AVID events				
5) Continue to offer family reading/math/science nights and explore opportunities for providing adult learning events such as classes for parents of limited English speaking students and Technology Classes for adults and parents interested in supporting their students in the digital age.	Campus principals Superintendent Network Administrator Campus Instructional Technologists	Attendance at Family Learning Events, Adult Learning Events and Technology Nights/Showcases.				


Goal 6: Culture: HISD addresses the various needs of a changing student population and partners with diverse family structures.

Performance Objective 2: The district will increase communication with parents, community members, and other community stakeholders.


Evaluation Data Source(s) 2: Written communication as well as website, web-page, Facebook, and Twitter posts, survey results, and evidence of electronic sharing of school information.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize the Blackboard Connect System, Facebook, Twitter, E-mail, district, campus, and teacher web pages as well as the local newspaper and radio station to increase communication with parents and community members and to share information about upcoming events and student success.	Campus Principals Superintendent Network Administrator Campus Instructional Technologists Classroom Teachers	Documentation of electronic posts, updated webpages, newspaper articles, Blackboard Connect successful delivery reports, and radio announcements.				
2) Utilize on-line survey tools such as Survey Monkey to seek parent input on special programs such as GT and other campus services	Campus principals	Survey reports				
3) Continue to publish campus and district brochures, Fall and Spring Brahma Newsletters, and State of the District Report annually in December; display copies of campus and district publications in campus offices, teacher workrooms, and at the Chamber of Commerce Office; distribute to staff members and parents electronically; and deliver copies to local businesses and community leaders.	Campus Principals Superintendent	Copies of publications, Facebook and Twitter posts, web postings, and e-mail notifications of news releases				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 6: Culture: HISD addresses the various needs of a changing student population and partners with diverse family structures.

Performance Objective 3: Campuses will provide opportunities for students and parents prepare for transitions from early childhood programs to elementary school; from junior high to high school; and from high school to college, trade schools, or the workforce.

Evaluation Data Source(s) 3: Orientation schedules and sign-in sheets.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure that each school-wide campus is providing strategies for assisting preschool children in the transition from early childhood programs.	Campus Principals	Documentation of attendance at orientation events and meetings with early childhood program directors.				
2) Continue student/parent orientation for junior and senior high schools.	Campus Principals	Documentation of attendance at orientation meetings				
3) Continue to assist students/parents with college and career readiness through College Nights and the AVID program.	Campus Principals Campus Counselors District AVID Coordinator	Documentation of attendance at College Nights and AVID events				

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6200 Professional and Contracted Services		
199 11 6239 FL 999 X 24	6239 ESC Services	\$6,115.00
199 13 6239 BY 999 8 24	6239 ESC Services	\$650.00
6200 Subtotal:		\$6,765.00
6300 Supplies and Services		
199 31 6339 00 999 X 24	6339 Testing Materials	\$2,000.00
6300 Subtotal:		\$2,000.00
6400 Other Operating Costs		
199 11 6411 64 999 X 30	6411 Employee Travel	\$4,500.00
6400 Subtotal:		\$4,500.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lisa Koehne	Dyslexia Coordinator	Dyslexia	.33

District Advisory Council

Committee Role	Name	Position
District-level Professional	Jo Ann Bludau	Superintendent
Administrator	Trina Patek	Elementary Principal
Administrator	Sophie Teltschik	Junior High Principal
Administrator	Darrin Bickham	High School Principal
District-level Professional	Farrah Jernigan	Technology Director
Classroom Teacher	Kelly Hermes	High School Teacher
Classroom Teacher	Lindsay Jahn	High School Teacher
Paraprofessional	Carol Zak	High School Paraprofessional
Classroom Teacher	Tammy Garner	Junior High Teacher
Classroom Teacher	Marisa Maes	Junior High Teacher
Paraprofessional	Kulah Grant	Junior High Paraprofessional
Classroom Teacher	Phyllis Kalich	Elementary Teacher
Classroom Teacher	Jackie Bludau	Elementary Teacher
Paraprofessional	Sherry Drozd	Elementary Paraprofessional
Business Representative	Carl Blahuta	Business Partner
Business Representative	Jamie Ruiz	Business Partner
Community Representative	Randall Goode	Community Partner
Community Representative	Jared Stillions	Pastor
Parent	Mileydis Hill	Parent
Parent	Colleen Guevara	Parent
Student	Danai Barnett	Student
Student	Abby Smith	Student

District Funding Summary

State Comp Ed (PIC 24 or 30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	ESC Federal/Special Program Support		\$6,331.00
4	1	1	Assessment Software/Material		\$2,500.00
4	1	3	TEKS Bank		\$1,500.00
4	1	5	Dyslexia Coordinator (.63 FTE)		\$36,358.00
4	1	5	Dyslexia Professional Development		\$3,600.00
4	1	6	ESC 3 "Classroom Content"		\$7,868.00
5	4	1	Curriculum Director (.3 FTE)		\$26,737.00
Sub-Total					\$84,894.00
Local Funds (PIC 11)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	TEKS Resource System		\$8,061.00
4	1	5	Dyslexia Coordinator (.37 FTE)		\$21,601.00
Sub-Total					\$29,662.00
Title I (Fund 211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Title I Crate		\$2,250.00
4	1	6	ESC Instructional Coaching		\$5,000.00
5	5	1	Professional Development		\$5,000.00
Sub-Total					\$12,250.00
Title II (Fund 255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	7	1		Title II (Fund 255)	\$5,500.00
5	7	2		Title II (Fund 255)	\$6,000.00
5	8	1		Title II (Fund 255)	\$4,000.00

					Sub-Total	\$15,500.00
GT (PIC 21)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
4	2	2	GT Professional Development		\$6,200.00	
5	2	1	GT Professional Services		\$1,500.00	
					Sub-Total	\$7,700.00
					Grand Total	\$150,006.00