

Regular Meeting

Thursday, September 18, 2025 6:00 PM

Hawkins Administration Building, 441 FM 2821 East, Huntsville, TX 77320-9223

Amanda Burris: Present
John Hendricks: Present
Ken Holland: Present
J.T. Langley: Present
Rissie Owens: Present
Cathy Schweitzer: Present
Tracy Stoudt: Present
Rissie Owens: Absent

I. CALL TO ORDER

I.A. Announcement by the President as to the presence of a quorum

I.B. Certification that public notice of the meeting was given in accordance with the provision of Section 551.002 et. seq. of the Texas Government Code

II. OPENING EXERCISES

II.A. Invocation

II.B. Pledges

III. BOARD OF TRUSTEES COMMENTS-Any Board member may make a comment during this portion of the agenda, without prior posting being required. Comment items may not pertain to the character of any students, staff or Board member and may not be discussed or deliberated upon at this meeting.

IV. SUPERINTENDENT'S BRIEFING

IV.A. The Superintendent will provide information regarding district events and items of community interest.

V. **MONTHLY DIGITAL REPORT produced by Matthew Lahey:**

VI. PUBLIC COMMENT

VI.A. Agenda Items

VI.B. Non-Agenda Items

VII. ITEMS REQUIRING BOARD ACTION

VII.A. **Consent Agenda**

VII.A.1. Consider Board approval of minutes

VII.A.2. Consider Board approval of the purchase of fuel for the Huntsville ISD Transportation Department.

VII.A.3. Consider Board approval of monthly financial statement

VII.A.4. Consider Board approval of 2025-2026 Huntsville ISD Organizational Chart

VII.A.5. Consider Board approval to adopt the Huntsville ISD Emergency Operations Plan

VII.A.6. Consider Board approval of Resolution #26-01 Recognizing October 23-31, 2025 as "Red Ribbon Week" & the month of October as Bullying Prevention Month in Huntsville ISD.

VII.A.7. Consider Board approval of Resolution #26-02 recognizing October 2025 as "Principals Month" in Huntsville ISD

VII.A.8. Consider approval of the Huntsville Hornet Military Marching Band trip as Board-approved activity during the 2025-2026 school year.

VII.A.9. Consider approval of the Memorandum of Understanding (MOU) for Dual Course credit between the University of Texas OnRamps and Huntsville High School.

VII.A.10. Consider Board approval of TOPS Elementary Modified Turnaround Plan - Distributed at table

VII.B. Consider and adopt the 2025-2026 Vision, Mission, and Goals for Huntsville ISD

Presenter: Dr. Scott Sheppard

VIII. **REPORT/DISCUSSION/INFORMATION ITEMS**

VIII.A. Principal Monthly Reports-written only

VIII.B. Monthly Discipline Comparison Report-written only

VIII.C. PBK Bond Project Update-written only

VIII.D. District and Campus Improvement Plans 2025-2026-written only

VIII.E. 2024-2025 Maintenance Report-written only

VIII.F. Diamond Communications Presentation

Dale Shumaker, Diamond Communications

Rich Vela, TASB

VIII.G. 2024-2025 Huntsville ISD Program Evaluation for Gifted & Talented Program

Presenter: Mrs. Christy Cross

VIII.H. Accountability Results for 2023, 2024, and 2025

Presenter: Mrs. Amy Turner

VIII.I. **2025 STAAR Results**

Presenters: Mr. Marcus Forney, Mr. Josh Campbell & Mrs. Amy Turner

VIII.J. **2024-2025 Huntsville ISD Program Evaluation for Emergent Bilingual Program**

Presenter: Mrs. Ana Thomas

IX. NEXT MEETING NOTICE

IX.A. September 24, 2025 - Homecoming Parade -
6 PM

IX.B. Regular Board of Trustee Meeting-
Thursday, October 16, 2025 6:00 PM

X. **CLOSED SESSION:** Closed session will be held for the purposes permitted in Section 551.074 et. seq. of the Texas Government Code. If, during the course of the meeting covered by this Notice, the Board should determine that a closed or executive session of the Board should be held or is required to be held in relation to any item included in this Notice, then such closed or executive session as authorized by Section 551.001 et. seq. of the Texas Government Code ("The Open Meetings Act") will be held by the Board at the date, hour or place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the Board may conveniently meet in such closed or executive session concerning any and all subjects and for any and all purposes permitted by Sections 551.071-551.084 and 39.030, inclusive, of the Open Meetings Act.

Should any final action, final decision, or final vote be required in the opinion of the Board with regard to any matter considered in such closed or executive session, then such final action, final decision, or final vote shall be at either:

- a. the open meeting covered by this Notice upon the reconvening of this public meeting, or
- b. at a subsequent public meeting of the Board upon Notice thereof, as the Board shall determine.

Section 551.071 For the purpose of a private consultation between the Board of Trustees and its attorney when the Board of Trustees seeks the attorney's advice with respect to pending or contemplated litigation, settlement offers, and matters where the duty of the Board of Trustees' counsel to his client pursuant to the Code of Professional Responsibility of the State Bar of Texas clearly conflicts with the Open Meeting Act.

Section 551.072 For the purpose of discussion with respect to the purchase, exchange, lease or value of real property, if deliberation in an open meeting would have a detrimental effect of the position of the Board of Trustees in negotiations with a third person.

Section 551.073 For the purpose of deliberation regarding prospective gifts or to deliberate a negotiated contract for a prospective gift or donation to the Board of Trustees or the school district, if deliberation in an open meeting would have a detrimental effect on the position of the Board of Trustees in negotiations with a third person.

Section 551.074 For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee, unless such officer or employee requests a public hearing.

Section 551.075 To confer with an employee or employees where the conference is for the sole purpose of receiving information from the employee(s) or questioning of public business shall take place between the Trustees during the conference.

Section 551.076 To discuss the deployment, or specific occasions for implementation of security personnel or devices.

Section 551.082 For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.

Section 551.0821 For the purpose of considering a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation.

Section 551.084 For the purpose of excluding witness or witnesses from a hearing during examination of another witness.

Section 39.030 For the purpose of discussing academic skills assessment instruments and individual assessment instruments.

X.A. Personnel (551.074): for the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or hear complaints or charges against a public officer or employee.

X.B. Section (551.076): to discuss the deployment, or specific occasions for implementation of security personnel or devices.

X.B.1. 2024-2025 School Safety & Security Report

XI. RECONVENE FROM CLOSED SESSION

XI.A. Announcement by the President that the Board has concluded its closed session discussions as permitted by Texas Government Code, Section 551-074 et. seq. of the Texas Government Code

XII. ADJOURNMENT

Board Secretary

Minutes of Public Hearing & Regular Board Meeting

The Board of Trustees Huntsville ISD

A Public Hearing on the Huntsville ISD was held Thursday, August 21, 2025, beginning at 6:00 PM at the Hawkins Administration Building located at 441 FM 2821 E., Huntsville, Texas 77320.

Board Members Present	Ken Holland , President; Tracy Stoudt, Vice-President; Cathay Schweitzer, Secretary; Amanda Burris, J.T. Langley, and John Hendricks
Others Present	Marcus Forney, Deputy Superintendent, Nkrumah Dixon, Asst. Superintendent, Paul Brown, Chief Financial Officer, Josh Campbell Asst. Superintendent, and Paul Trevino, Asst. Superintendent
PUBLIC NOTICE Item I-B	Dr. Sheppard certified that public notice of the Board Meeting was given in accordance with the provision of Section 551.002 et. Seq. of the Texas Government Code.
PUBLIC HEARING Item II A-C	2025-2026 SCHOOL YEAR BUDGET AND TAX RATE PUBLIC HEARING A. Presentation of the proposed 2024-2025 School Year Budget and Tax Rate Presented by: Paul Brown, CFO B. Public Hearing: 2024-2025 School Year Budget and Tax Rate-an opportunity was provided for district taxpayers to address the Board of Trustees regarding the Budget and Tax Rate.
Adjournment Item III	There being no other business pertaining to the Public Hearing, the Board adjourned the Session at 6:09 pm
REGULAR BOARD MEETING	A Regular Meeting of the Board of Trustees of Huntsville ISD was held Thursday, August 21, 2025, beginning at 6:09 PM at the Hawkins Administration Building located at 441 FM 2821 E., Huntsville, Texas 77320.
Board Members Present	Ken Holland , President; Tracy Stoudt, Vice-President; Cathay Schweitzer, Secretary; Amanda Burris, J.T. Langley, and John Hendricks
Others Present	Marcus Forney, Deputy Superintendent, Nkrumah Dixon, Asst. Superintendent, Paul Brown, Chief Financial Officer, Josh Campbell Asst. Superintendent, and Paul Trevino, Asst. Superintendent

PUBLIC NOTICE
Item IV-B

Dr. Sheppard certified that public notice of the Board Meeting was given in accordance with the provision of Section 551.002 et. Seq. of the Texas Government Code.

INVOCATION
Item V-A

Ken Holland gave the Invocation.

PLEDGES
Item V-B

Pledges were led by Shannon Hollis

BOARD OF TRUSTEE
COMMENTS
Item VI

Several trustees and leaders expressed appreciation for the positive start to the school year. They highlighted the collaborative effort of teachers, administrators, and staff who had prepared thoroughly for the academic year. The general sentiment was one of optimism and confidence in the district’s ability to deliver quality education and support for students. JT Langley commended the district leadership and team—especially the Superintendent and Mr. Brown—for achieving nine consecutive years of pay raises for staff. This is particularly notable given the many Texas school districts currently facing budget deficits. The trustee emphasized the district’s financial stability and praised the leadership’s ability to prioritize staff compensation, which directly benefits teachers and, ultimately, students. District Convocation was praised for its professionalism, use of technology, and the inspiring atmosphere created by student performances. The event was described as special, with a focus on celebration and motivation for the staff returning to work.

SUPERINTENDENT
BRIEFING
Item VII-A

Dr. Shepherd provided an update on the current school year, emphasizing that Huntsville Independent School District (HISD) was off to a strong start. Key points from his report include:

- Attendance: Daily attendance rates have met expectations, signaling good student engagement.
- Attendance Boundaries: Adjustments to attendance boundaries have successfully eased overcrowding at Sandy Walker Houston Elementary. These changes also balanced student-teacher ratios across elementary campuses, which is a challenging but essential task given the district’s high mobility rate.
- Traffic and Safety: Student drop-off and pick-up procedures were smoother than in previous years, thanks to adjustments made by campuses and quick adaptation by families. Although the first days of school saw longer lines, the superintendent expressed confidence that traffic flow would continue to improve.

Dr. Shepherd also echoed gratitude toward the convocation organizers and highlighted the excitement and engagement of the staff during the event. He noted that new employees were particularly impressed, often remarking that they had never experienced such a dynamic and well-produced welcome back event. The media team, led by Matthew and Jonathan, received special recognition for their professionalism and ability to create a seamless event experience through

high-quality production and coordination. The student performers were praised for their outstanding contributions, which included an increased number of participants this year. The elementary choir's video performance from the previous year was also highlighted as a meaningful part of the convocation.

MONTHLY DIGITAL
REPORT
Item VIII

The monthly digital report produced by Matthew Lahey was viewed highlighting the 1st days of school and the leadership

RECOGNITIONS
Item IX-A

Huntsville ISD Technology team was introduced by the Executive Director Maron Samuel, for their outstanding performance and commitment to Huntsville ISD

Recess
Item X

Brief break taken from 6:36 pm to 6:42 pm

PUBLIC COMMENT
Item XI A-B

Mr. Ken Gobble made a comment in regards to home school students should be allowed to participate in UIL activities. Bridgett Maloney gave thanks and appreciation to HISD for allowing her to volunteer and give back to the community.

ITEMS REQUIRING
BOARD ACTION
CONSENT AGENDA
Item XII A 1-9

JT Langley made a motion to approve of the consent agenda which consisted of minutes from Board meetings held on July 17, 2025, 2024; monthly financial statement; Budget Amendment #8; Texas Reading Academies contract, T-Tess Approvers and Calendar, Special Education contract renewals for 25-26 to include AIM Therapy, Aspire, Amergis, and Leah Minter, Purchasing Cooperative fees paid by Huntsville ISD for the 2024-2025 school year, Local Policy Update - CFB, 2025-2026 School Year Budget, Ordinance 25-01 setting the 2025-2026 School Year Tax Rate, and Amend Board Policies FM (Local) and FD (Local).

Tracy Stoudt seconded the motion. The motion passed 6-0.

Item XII-B

Tracy Stoudt made a motion to approve the 2025-2026 School Year Budget.

Amanda Burris second the motion. The motion passed 6-0.

Item XII-C

Amanda Burris made a motion to approve Ordinance 25-01 setting the 2025-2026 School Year Tax Rate.

John Hendricks second the motion. The motion passed 6-0.

Item XII-D JT Langley made a motion to approve and amend Board Policies FM (Local) and FD (Local)

Tracy Stoudt second the motion. The motion passed 6-0.

REPORT/DISCUSSION A. PBK Bond Project Update-written report only

INFORMATION B. Monthly Newsletters - Written report only

Item XIII-A

NEXT MEETING/ A. Team of 8 Training - Thursday, September 04, 2025 - 6 PM

EVENT NOTICE B. Regular Board of Trustee Meeting-September 18, 2025 6:00 pm

Item XIV C. September 24, 2025 - Homecoming Parade - 6 PM

CLOSED SESSION Closed Session was not held

Item XV-XVI

ADJOURNMENT There being no other business on the agenda, the Board adjourned the Regular
Item X Session at 7:13 pm.

Ken Holland , Board President

Cathay Schweitzer, Board Secretary
441 FM 2821 East
Huntsville, Texas 77320

Minutes of Team of 8 Training

The Board of Trustees Huntsville ISD

A Board of Trustees Team of 8 Training was held Thursday, September 04, 2025 beginning at 6:00 PM at the Hawkins Administration Building located at 441 FM 2821 E., Huntsville, Texas 77320.

Board Members Present Ken Holland , President; Tracy Stoudt, Vice-President; Cathay Schweitzer, Secretary; Amanda Burris, J.T. Langley, and John Hendricks

Others Present Scott Sheppard, Superintendent

PUBLIC NOTICE
Item I-B Dr. Sheppard certified that public notice of the Board Meeting was given in accordance with the provision of Section 551.002 et. Seq. of the Texas Government Code.

Team of 8 Training
(Workshop)
Item II-A Dr. Danny Lovett facilitated a review and update of the Vision, Mission, and Goals for Huntsville ISD

Closed Session
Item III Not held

Adjournment
Item V The Board adjourned the Team of 8 Training at 8:49 pm.

Ken Holland , Board President

Cathy Schweitzer, Board Secretary
441 FM 2821 East
Huntsville, Texas 77320

Minutes of Budget Workshop

The Board of Trustees Huntsville ISD

A Board of Trustees Workshop was held Thursday, August 7, 2025 beginning at 6:02 PM at the Hawkins Administration Building located at 441 FM 2821 E., Huntsville, Texas 77320.

Board Members Present	Ken Holland President; Tracy Stoudt, Vice President; Cathy Schweitzer, Secretary; J.T. Langley; Rissie Owens, Amanda Burris, and John Hendricks
Others Present	Marcus Forney, Deputy Superintendent, Nkrumah Dixon, Asst. Superintendent, Paul Brown, Chief Financial Officer, Josh Campbell Asst. Superintendent, and Paul Trevino, Asst. Superintendent
Public Notice Item I-B	Dr. Sheppard certified that public notice of the Board Budget Workshop was given in accordance with the provision of Section 551.002 et. Seq. of the Texas Government Code.
Public Comment Agenda Item Only Item II-A	None
Board Budget Workshop Item III	Mr. Paul Brown, Chief Financial Officer, went over the planned budget for the 2025-2026 school year with the Board of Trustees.
ADJOURNMENT Item IV	The Board adjourned the Budget Workshop at 7:13 pm

Ken Holland , Board President

Cathay Schweitzer, Board Secretary
441 FM 2821 East
Huntsville, Texas 77320

AGENDA

ITEM

SUBJECT: Consider Board approval of the purchase of fuel for the Huntsville ISD Transportation Department.

RATIONALE: State law requires an approved method for acquisition of goods or services totaling over \$50,000.00 for a 12 month period. This requirement does not include contracts for the purchase of vehicle fuel.

This request is to purchase fuel for the Huntsville ISD Transportation Department for the 2025-2026 school year.

RECOMMENDATION: The administration recommends that the District approve purchasing fuel for the 2025-2026 school year not to exceed \$450,000.

CONTACT PERSON(S): Paul Trevino
Charles McGowen

ATTACHMENTS: None

AGENDA

ITEM

GOAL: 4

OBJECTIVE: 4A

SUBJECT:

Consider Board approval of monthly financial statements for the month ending August 31, 2025.

1. Summary of Investments (by type and fund)
2. Statement of Position - Cash and Investments
3. Schedule of Budgeted vs Actual Expenditure
4. Schedule of Budgeted vs Actual Expenditure by Organization
5. Schedule of Budgeted vs Actual Revenue

RECOMMENDATION:

The administration recommends the Huntsville Independent School District Board of Trustees approve the monthly financial statements for the month ending August 31, 2025 as presented.

CONTACT PERSON:

Paul D. Brown
Sonya Fulgham

ATTACHMENTS:

Financial Statements

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT
 SUMMARY OF INVESTMENTS - BY INVESTMENT TYPE
 August 31, 2025

Current Investments	Current Rate	Beginning Market Value	Deposits / Withdrawals	Ending Market Value	Book Value	Period Interest	Weighted Average Maturity (Days)
General Fund							
Texas Class	4.39%	\$104,546,476.17	(\$10,328,591.28)	\$94,594,633.31	\$94,594,633.31	\$376,748.42	1
Lone Star	4.31%	\$1,048,087.77		\$1,051,926.68	\$1,051,926.68	\$3,838.91	1
DWS	4.23%	\$141,946.67		\$142,457.07	\$142,457.07	\$510.40	1
Sub Total		\$105,736,510.61	(\$10,328,591.28)	\$95,789,017.06	\$95,789,017.06	\$381,097.73	1.00
Debt Service Fund							
Texas Class	4.39%	\$4,063,339.45	(\$1,878,733.72)	\$2,195,274.31	\$2,195,274.31	\$10,668.58	1
TexPool	4.31%	\$342,521.23		\$343,773.67	\$343,773.67	\$1,252.44	1
DWS	4.23%	\$35,319.90		\$35,446.90	\$35,446.90	\$127.00	1
Sub Total		\$4,441,180.58	(\$1,878,733.72)	\$2,574,494.88	\$2,574,494.88	\$12,048.02	1.00
Workers' Compensation Fund							
TexPool	4.31%	\$488,254.84	(\$125,000.00)	\$364,936.71	\$364,936.71	\$1,681.87	1
Sub Total		\$488,254.84	(\$125,000.00)	\$364,936.71	\$364,936.71	\$1,681.87	1.00
Capital Projects Fund							
Texas Class 2022	4.39%	\$11,334,682.18	(\$1,044,595.01)	\$10,330,929.67	\$10,330,929.67	\$40,842.50	1
Sub Total		\$11,334,682.18	(\$1,044,595.01)	\$10,330,929.67	\$10,330,929.67	\$40,842.50	1.00

Long-term Investments	Beginning Market Value	Deposits / Withdrawals	Ending Market Value	Book Value	Change in Value	Weighted Average Maturity (Days)
General Fund						
Charles Schwab (HUB)	\$ 6,918,204.99	\$0.00	\$ 6,947,496.28	\$ 6,916,244.24	\$ 29,291.29	297.23
Sub Total	\$6,918,204.99	\$0.00	\$6,947,496.28	\$6,916,244.24	\$ 29,291.29	297.23
Portfolio Total	\$128,918,833.20	(\$13,376,920.01)	\$116,006,874.60	\$115,975,622.56	\$464,961.41	18.74

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with board policy.

This is to certify that all investments of Huntsville Independent School District are in compliance with State Law and Huntsville Independent School District Investment Policy.



Paul D. Brown, Investment Officer



Sonya Fulgham, Investment Officer

Five Year Investment Earnings



**HUNTSVILLE INDEPENDENT SCHOOL DISTRICT
STATEMENT OF POSITION: CASH AND INVESTMENTS
August 31, 2025**

Cash & Investments by Fund	Ending Market Value
<u>General Fund</u>	
Checking	\$2,434,911.28
Current Investments	\$95,789,017.06
Long-Term Investments	\$6,947,496.28
Total General Fund Cash & Investments	<u>\$105,171,424.62</u>
<u>Debt Service Fund</u>	
Checking	\$0.00
Current Investments	\$2,574,494.88
Total Debt Service Fund Cash & Investments	<u>\$2,574,494.88</u>
<u>Workers' Compensation Fund</u>	
Checking	\$147,225.99
Current Investments	\$364,936.71
Total Workers' Compensation Fund Cash & Investments	<u>\$512,162.70</u>
<u>Capital Projects Fund</u>	
Checking	\$133,865.47
Current Investments	\$10,330,929.67
Total Capital Projects Fund Cash	<u>\$10,464,795.14</u>
All Funds Cash & Investments Total	<u><u>\$118,722,877.34</u></u>
Prior Year Fund Balance as of 8/31/24	
General Fund	\$44,787,840
Debt Service Fund	\$3,686,489
Workers' Compensation Fund	\$810,517
Food Services Fund	\$2,999,933
Capital Projects Fund	\$18,211,826
Special Revenue Funds	\$305,895
Prior Year Fund Balance All Funds	<u><u>\$70,802,500</u></u>

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF BUDGETED vs ACTUAL EXPENDITURES
 August 31, 2025

Expenditure Description	Current Year Budget	Current Yr Expended	Balance	Percent Expended	Prior Yr Expended To Date
<u>General Fund</u>					
11 Instruction	\$78,191,904	\$42,075,870	\$36,116,034	54%	\$12,960,768
12 Instructional Resources & Media	\$625,468	\$593,915	\$31,553	95%	\$217,070
13 Curriculum & Instructional Staff Dev	\$1,499,944	\$1,369,880	\$130,064	91%	\$517,450
21 Instructional Leadership	\$1,968,375	\$1,847,865	\$120,510	94%	\$667,948
23 School Leadership	\$4,262,929	\$3,979,545	\$283,384	93%	\$1,642,923
31 Guidance, Counseling & Evaluation Svcs	\$1,680,607	\$1,600,493	\$80,114	95%	\$672,467
32 Social Work	\$0	\$0	\$0	0%	\$0
33 Health Services	\$642,644	\$597,969	\$44,675	93%	\$257,551
34 Student Transportation	\$4,670,590	\$4,337,715	\$332,875	93%	\$1,392,715
35 Food Services	\$7,120	\$7,120	\$0	100%	\$0
36 Extracurricular Activities	\$2,498,519	\$2,319,028	\$179,491	93%	\$1,107,733
41 General Administration	\$3,197,211	\$3,075,569	\$121,642	96%	\$1,169,034
51 Facilities Maintenance & Operations	\$8,519,346	\$7,813,005	\$706,341	92%	\$2,596,579
52 Security & Monitoring Services	\$1,058,770	\$877,546	\$181,224	83%	\$367,091
53 Data Processing Services	\$2,802,555	\$2,616,060	\$186,495	93%	\$847,093
61 Community Services	\$40,328	\$25,250	\$15,078	63%	\$763
71 Debt Services	\$192,940	\$194,965	(\$2,025)	101%	\$47,158
81 Capital Projects	\$7,420,000	\$1,106,725	\$6,313,275	15%	\$0
99 Other Intergovernmental Charges	\$995,000	\$956,557	\$38,443	96%	\$518,963
TOTAL GENERAL FUND	\$120,274,250	\$75,395,078	\$44,879,172	63%	\$24,983,304
<u>Debt Service Fund</u>					
71 Debt Services	\$7,699,251	\$7,695,510	\$3,741	100%	\$4,890
TOTAL DEBT SERVICE FUND	\$7,699,251	\$7,695,510	\$3,741	100%	\$4,890
<u>Food Service Fund</u>					
35 Food Services	\$5,427,503	\$3,755,986	\$1,671,517	69%	\$1,688,746
51 Facilities Maintenance & Operations	\$140,400	\$114,576	\$25,824	82%	\$57,204
TOTAL FOOD SERVICE FUND	\$5,567,903	\$3,870,562	\$1,697,341	70%	\$1,745,950
<u>Special Revenue Funds</u>					
11 Instruction	\$4,842,693	\$4,507,862	\$334,831	93%	\$2,550,001
12 Instructional Resources & Media	\$0	\$0	\$0	0%	\$3,475
13 Curriculum & Instructional Staff Dev	\$1,477,961	\$1,133,389	\$344,572	77%	\$505,738
21 Instructional Leadership	\$293,258	\$275,521	\$17,737	94%	\$49,928
23 School Leadership	\$138,098	\$85,197	\$52,901	62%	\$198,316
31 Guidance, Counseling & Evaluation Svcs	\$430,000	\$709,382	(\$279,382)	165%	\$234,139
33 Health Services	\$0	\$0	\$0	0%	\$8,771
34 Student Transportation	\$0	\$0	\$0	0%	\$34,506
35 Food Services	\$0	\$0	\$0	0%	\$23,938
36 Extracurricular Activities	\$0	\$0	\$0	0%	\$4,068
41 General Administration	\$0	\$0	\$0	0%	\$7,627
51 Facilities Maintenance & Operations	\$0	\$126,406	(\$126,406)	0%	\$416,018
52 Security & Monitoring Services	\$626,043	\$133,796	\$492,247	21%	\$175,650
53 Data Processing Services	\$0	\$0	\$0	0%	\$143,160
61 Community Services	\$210,954	\$203,187	\$7,767	96%	\$64,894
81 Facilities Acquisition & Construction	\$0	\$0	\$0	0%	\$0
TOTAL SPECIAL REVENUE FUND	\$8,019,007	\$7,174,741	\$844,266	89%	\$4,420,228
<u>Workers Compensation Fund</u>					
41 General Administration	\$345,000	\$316,322	\$28,678	92%	\$153,102
TOTAL WORKERS COMP FUND	\$345,000	\$316,322	\$28,678	92%	\$153,102
<u>Capital Projects Fund</u>					
36 Extracurricular Activities	\$0	\$0	\$0	0%	\$3,886
81 Facilities Acquisition & Construction	\$24,921,006	\$9,409,734	\$15,511,272	38%	\$20,085,005
TOTAL CAPITAL PROJECTS FUND	\$24,921,006	\$9,409,734	\$15,511,272	38%	\$20,088,891
All Funds Total	\$166,826,417	\$103,861,948	\$62,964,469	62%	\$51,396,365

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF BUDGETED vs ACTUAL EXPENDITURE BY ORGANIZATION (GENERAL FUND)
August 31, 2025

Organization	Current Year Budget	Current Yr Expended	Balance	Percent Expended	Prior Yr Expended To Date
002 HUNTSVILLE HIGH SCHOOL	\$15,815,587	\$14,659,510	\$1,156,077	93%	\$5,777,110
008 TOPS HIGH SCHOOL	\$18,913,201	\$10,449,807	\$8,463,394	55%	\$0
041 HUNTSVILLE INTERMEDIATE	\$0	\$0	\$0	0%	\$2,013,905
042 MANCE PARK MIDDLE SCHOOL	\$9,008,438	\$8,123,923	\$884,515	90%	\$2,215,744
048 TOPS MIDDLE SCHOOL	\$14,996,584	\$0	\$14,996,584	0%	\$0
101 STEWART ELEMENTARY	\$3,960,532	\$3,402,206	\$558,326	86%	\$1,161,698
102 GIBBS PRE-K CENTER	\$0	\$0	\$0	0%	\$838,381
103 SAMUAL WALKER HOUSTON ELEMENTA	\$5,460,172	\$4,015,547	\$1,444,625	74%	\$1,187,664
104 SCOTT JOHNSON ELEMENTARY	\$6,260,524	\$5,418,132	\$842,392	87%	\$1,594,858
106 HUNTSVILLE ELEMENTARY	\$5,004,635	\$4,035,491	\$969,144	81%	\$1,417,992
108 TOPS ELEMENTARY	\$6,303,181	\$0	\$6,303,181	0%	\$0
699 SUMMER SCHOOL	\$390,601	\$312,515	\$78,086	80%	\$0
701 SUPERINTENDENT	\$504,455	\$492,373	\$12,082	98%	\$176,482
702 BOARD OF TRUSTEES	\$77,750	\$64,182	\$13,568	83%	\$52,326
703 TAX COSTS	\$1,283,000	\$1,231,472	\$51,528	96%	\$666,702
726 LEGAL	\$90,000	\$88,654	\$1,346	99%	\$4,204
732 TECHNOLOGY	\$2,323,660	\$2,165,688	\$157,972	93%	\$571,029
735 PEIMS	\$270,605	\$257,049	\$13,556	95%	\$101,209
740 DEPUTY SUPERINTENDENT	\$0	\$33,249	(\$33,249)	0%	\$0
741 HUMAN RESOURCES	\$798,643	\$970,605	(\$171,962)	122%	\$225,636
742 BUSINESS & FINANCE	\$857,533	\$625,011	\$232,522	73%	\$267,884
743 COMMUNICATIONS	\$240,277	\$214,448	\$25,829	89%	\$98,190
744 MEDIA	\$241,158	\$228,554	\$12,604	95%	\$90,419
745 ASST SUPERINTENDENT - OPERATIONS	\$4,400	\$49,449	(\$45,049)	1124%	\$93,293
750 DATA PROCESSING	\$321,187	\$308,246	\$12,941	96%	\$174,861
801 ASST SUPERINTENDENT -T & L	\$560,300	\$356,162	\$204,138	64%	\$99,218
840 ACCOUNTABILITY & ASSESSMENTS	\$188,602	\$188,244	\$358	100%	\$64,149
842 MULTILINGUAL	\$115,076	\$109,559	\$5,517	95%	\$0
843 BILINGUAL/ESL	\$153,096	\$150,615	\$2,481	98%	\$95,264
844 ELEMENTARY EDUCATION	\$216,874	\$25,755	\$191,119	12%	\$0
845 SECONDARY EDUCATION	\$132,210	\$250,164	(\$117,954)	189%	\$105,502
849 DYSLEXIA/RTI/504	\$234,577	\$225,241	\$9,336	96%	\$0
850 PROFESSIONAL LEARNING	\$131,187	\$123,492	\$7,695	94%	\$0
862 CURRICULUM & INSTRUCTION	\$156,569	\$340,995	(\$184,426)	218%	\$312,622
874 SPECIAL EDUCATION	\$1,647,220	\$1,579,247	\$67,973	96%	\$772,220
875 ATHLETICS	\$867,225	\$868,092	(\$867)	100%	\$354,087
876 CAREER & TECHNICAL ED	\$91,155	\$173,755	(\$82,600)	191%	\$70,429
881 SUPPORT & LEARNING CENTER	\$58,160	\$75,026	(\$16,866)	129%	\$0
882 GIBBS BUILDING	\$43,060	\$54,649	(\$11,589)	127%	\$0
888 ATHLETIC FACILITY USE	\$80,000	\$45,460	\$34,540	57%	\$47,704
933 RISK & ENERGY MANAGEMENT	\$55,500	\$9,265	\$46,235	17%	\$6,450
935 GROUNDS MAINTENANCE	\$392,530	\$322,220	\$70,310	82%	\$111,276
936 FACILITIES MAINTENANCE	\$1,950,411	\$1,863,597	\$86,814	96%	\$843,423
937 TRANSPORTATION	\$4,550,530	\$4,243,631	\$306,899	93%	\$1,351,218
938 SECURITY & SAFETY	\$994,000	\$838,783	\$155,217	84%	\$348,220
939 OPERATIONS MAINTENANCE	\$4,959,125	\$4,280,841	\$678,284	86%	\$967,833
999 GENERAL ADMINISTRATION	\$9,570,719	\$2,138,663	\$7,432,057	22%	\$703,996
OPERATING TRANSFERS					
Total General Fund	\$120,274,250	\$75,409,564	\$44,864,686	63%	\$24,983,198

Legal Fees:	Month	Year to Date
Walsh Gallegos Trevino	\$13,644	\$88,654
Total	\$13,644	\$88,654

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF BUDGETED vs ACTUAL REVENUE
August 31, 2025

Revenue Description	Current Year Budget	Current Yr Received To Date	Balance	Percent Received	Prior Yr Received To Date
<u>General Fund</u>					
Tax Collections	\$35,572,674	\$34,198,702	\$1,373,972	96%	\$19,817,768
Investment Earnings	\$3,800,000	\$4,212,159	(\$412,159)	111%	\$1,929,013
Co-curricular/Enterprising Activities	\$200,000	\$267,914	(\$67,914)	134%	\$162,844
Other Miscellaneous	\$170,000	\$253,403	(\$83,403)	149%	\$45,133
Total Local Revenues	\$39,742,674	\$38,932,178	\$810,496	98%	\$21,954,759
Foundation School Program	\$76,459,316	\$87,682,240	(\$11,222,924)	115%	\$37,055,787
Teacher Retirement On-behalf	\$3,382,260	\$1,512,442	\$1,869,818	45%	\$238,536
Other State Revenues	\$0	\$0	\$0	0%	\$3,928
Total State Revenues	\$79,841,576	\$89,194,682	(\$9,353,106)	112%	\$37,298,251
Medicaid	\$400,000	\$90,638	\$309,362	23%	\$326,265
Federal Programs	\$290,000	\$50,920	\$239,080	18%	\$41,247
Total Federal Revenues	\$690,000	\$141,557	\$548,443	21%	\$367,512
TOTAL GENERAL FUND	\$120,274,250	\$128,268,417	(\$7,994,167)	107%	\$59,620,522
<u>Debt Service Fund</u>					
Tax Collections	\$7,003,044	\$6,971,059	\$31,985	100%	\$4,012,904
Investment Earnings	\$196,956	\$193,766	\$3,190	98%	\$96,723
Other Sources	\$0	\$0	\$0	0%	\$0
Total Local Revenues	\$7,200,000	\$7,164,825	\$35,175	100%	\$4,109,627
Miscellaneous State Revenue	\$866,000	\$29,876	\$836,124	3%	\$115,342
Total State Revenues	\$866,000	\$29,876	\$836,124	3%	\$115,342
TOTAL DEBT SERVICE FUND	\$8,066,000	\$7,194,701	\$871,299	89%	\$4,224,969
<u>Food Service Fund</u>					
Investment Earnings	\$30,000	\$46,062	(\$16,062)	154%	\$21,510
Co-curricular/Enterprising Activities	\$390,000	\$399,250	(\$9,250)	102%	\$195,421
Other Miscellaneous	\$25,000	\$22,361	\$2,639	89%	\$8,218
Total Local Revenues	\$445,000	\$467,672	(\$22,672)	105%	\$225,150
Miscellaneous State Revenue	\$16,000	\$18,190	(\$2,190)	114%	\$1,273
Total State Revenues	\$16,000	\$18,190	(\$2,190)	114%	\$1,273
Federal Programs	\$3,750,000	\$3,531,477	\$218,523	94%	\$1,448,693
Total Federal Revenues	\$3,750,000	\$3,531,477	\$218,523	94%	\$1,448,693
TOTAL FOOD SERVICE FUND	\$4,211,000	\$4,017,339	\$193,661	95%	\$1,675,116
<u>Special Revenue Funds</u>					
Other Miscellaneous	\$200,000	\$178,834	\$21,166	89%	\$19,474
Total Local Revenues	\$200,000	\$178,834	\$21,166	89%	\$19,474
Miscellaneous State Revenue	\$1,797,292	\$1,217,765	\$579,527	68%	\$731,334
Teacher Retirement On-behalf	\$0	\$29	(\$29)	0%	\$0
Total State Revenues	\$1,797,292	\$1,217,793	\$579,499	68%	\$731,334
Federal Programs	\$5,856,751	\$4,615,548	\$1,241,203	79%	\$1,091,854
Total Federal Revenues	\$5,856,751	\$4,615,548	\$1,241,203	79%	\$1,091,854
TOTAL SPECIAL REVENUE FUND	\$7,854,043	\$6,012,175	\$1,841,868	77%	\$1,842,661
<u>Workers Compensation Fund</u>					
Investment Earnings	\$25,000	\$23,967	\$1,033	96%	\$17,552
Other Miscellaneous	\$320,000	\$0	\$320,000	0%	\$2,636
Total Local Revenues	\$345,000	\$23,967	\$321,033	7%	\$20,187
TOTAL WORKERS COMP FUND	\$345,000	\$23,967	\$321,033	7%	\$20,187
<u>Capital Projects Fund</u>					
Investment Earnings	\$700,000	\$744,925	(\$44,925)	106%	\$1,204,403
Teacher Retirement On-behalf	\$0	\$4,559	(\$4,559)	0%	\$0
Other Miscellaneous	\$0	\$0	\$0	0%	\$0
Other Sources	\$0	\$0	\$0	0%	\$0
Total Local Revenues	\$700,000	\$749,484	(\$49,484)	107%	\$1,204,403
TOTAL CAPITAL PROJEGTS FUND	\$700,000	\$749,484	(\$49,484)	107%	\$1,204,403
All Funds Total	\$141,450,293	\$146,266,084	(\$4,815,791)	103%	\$68,587,859

AGENDA

ITEM

GOAL:

OBJECTIVE:

SUBJECT:

Consider Board approval of Huntsville ISD 2025-2026 Organizational Chart.

RATIONALE:

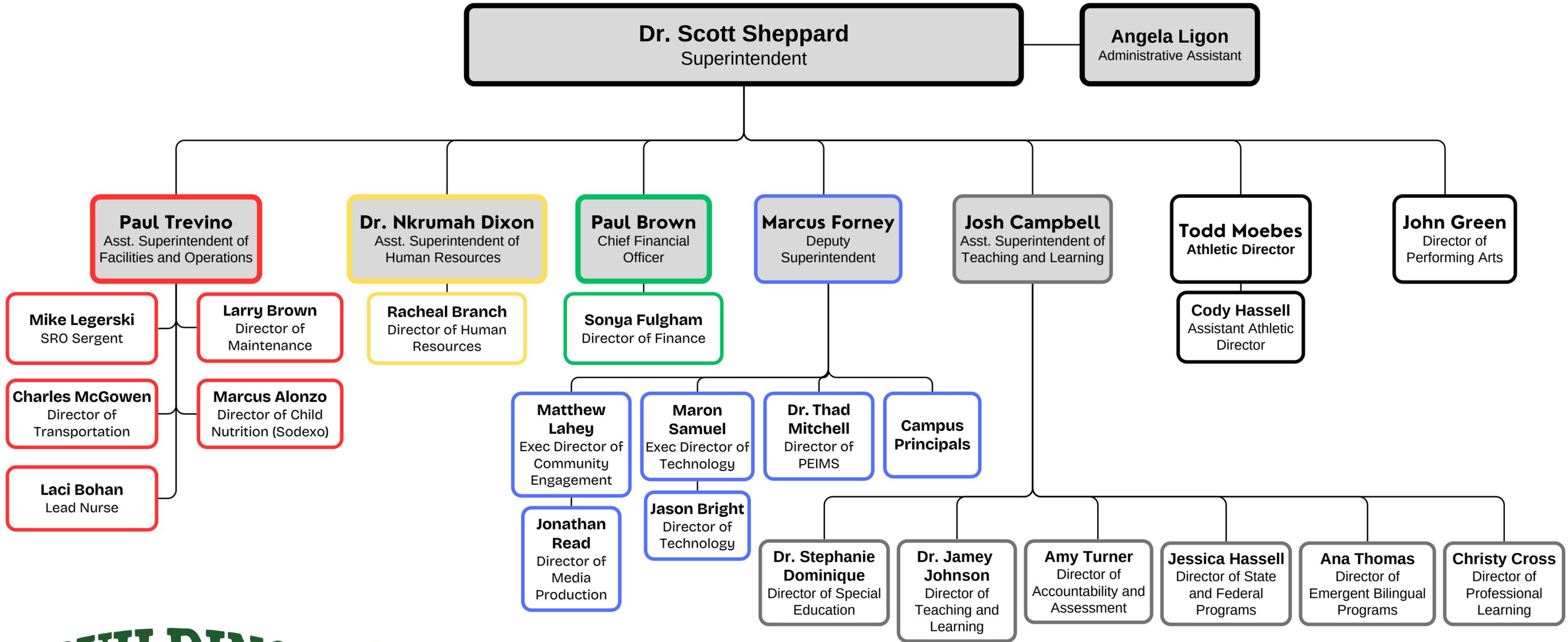
Organizations operate more efficiently when there is a clear chain of command and delegation of authority. The attached HISD Organizational Chart specifically demonstrates the staffing responsibility of the Huntsville ISD leadership team.

RECOMMENDATION:

The administration recommends Board approval of the Huntsville ISD 2025-2026 Organizational Chart

CONTACT PERSON(S):

L. Scott Sheppard



**BUILDING
CHAMPIONS**
HUNTSVILLE
HORNETS



**EVERY
ONE.
EVERY
DAY.**

Huntsville ISD Administration 2025-2026

AGENDA

ITEM

GOAL: 2

OBJECTIVE: 2B

SUBJECT: Multi Hazard Management Operations Plan.

RATIONALE: The District Emergency Management Team completed a review of the Huntsville ISD Basic Emergency Operations Plan during the 2024-2025 school year. This committee is composed of Huntsville ISD staff that are most closely involved in the establishment and maintenance of a safe school district. The review was done following all directives resulting from Senate Bill 11 of the 2019 legislative session. New annexes were created as well as attachments. This committee has been proactive in its vision and work to make HISD a safe place for all stakeholders.

RECOMMENDATION: Adopt the Huntsville ISD Basic Emergency Operations Plan

CONTACT PERSON (S): Paul Trevino

Attachments: Basic Emergency Operations Plan

Huntsville ISD

Multi-hazard Emergency Operations Plan



August 2025

Security Statement

In accordance with the Texas Government Code 418.177 and Texas Government Code 418.181 this document contains information that is not subject to disclosure under Chapter 552, Government Code

Formal Adoption Statement

Huntsville ISD and its stakeholders expect that schools remain safe havens for education. However, Huntsville ISD cannot predict exactly when and where an emergency incident is going to happen. This unpredictability means that every campus, and all staff, must be prepared to ensure efficient and effective operations and response efforts for any emergency incident. Through emergency management, the district plan helps to ensure that Huntsville ISD continues to provide a safe, orderly learning environment for every student and every campus. Huntsville ISD emergency management process embraces state and federal standards and proven practice.

This plan is known as Huntsville ISD Multi-hazard Emergency Operations Plan (EOP). The plan and supporting documents provide the framework that outlines the district's intended approach to managing emergency incidents of all types and should not be regarded as a performance guarantee. It represents a conceptual framework for consistent and coordinated multi-agency response during a major event and is supported by collaboration, training, and exercise.

Huntsville ISD Superintendent or Designee is responsible for approving and ensuring the formal adoption of this plan, which supersedes and rescinds all previous Huntsville ISD emergency operation plans. It is designed for use alongside local, regional, state, and federal emergency management plans. The district EOP and related appendices, including individual campus emergency preparedness plans, are reviewed annually by all affected and impacted departments, and updated at least every three years on a schedule consistent with the District Audit Review as set forth in Texas Education Code Chapter 37.108 or as district policy changes dictate.

In the event that any portion of this EOP or supporting documents are held invalid by judicial or administrative review, such ruling shall not affect the validity of the remaining portions of the plan. The Superintendent or Designee may develop and distribute minor changes to this plan. Revisions and recertification will be signed by the Superintendent or Designee.

This Basic Plan is hereby approved for implementation and supersedes all previous versions.

Superintendent, Dr. L. Scott Sheppard
Signature

Dr. L. Scott Sheppard, Superintendent

Date (mm/dd/yyyy)

Record of Distribution

Updated versions of Huntsville ISD Basic Plan have been distributed to the following district members as well as responding and coordinating agencies identifying their receipt, review, and intent to use this EOP during an emergency incident.

Record of Distribution Table		
Name of Person Receiving	Name of District or Agency Receiving	Delivery Date (mm/dd/yyyy)
Sgt. Legerski	SRO Division Huntsville Police Department	9/6/2022
Adam Winningham	Director of Emergency Management City of Huntsville & Fire Department City of Huntsville	9/6/2022
Chief Greg Mathis	Fire Department City of Huntsville	9/6/2022
Cpl. Bill Corley	DPS	9/6/2022
Mike Whitecotton	Walker County Sheriff Department	9/6/2024
Butch Davis	Emergency Management Director Walker County	9/6/2022
Sgt. Legerski	SRO Division Huntsville Police Department	9/19/2023
Adam Winningham	Director of Emergency Management City of Huntsville & Fire Department City of Huntsville	9/19/2023
Cpl. Bill Corley	DPS	9/19/2023
Nadine Pharris	Chief Technology Officer	9/19/2023
Charles McGowen	Director of Transportation	9/19/2023
Larry Brown	Director of Maintenance and Operations	9/19/2023
Scott Humes	AP at Huntsville High School	9/19/2023
William Woods	AP at Mance Park Middle School	9/19/2023
Jennifer Barnes	Principal of Scott Johnson Elementary School	8/27/2024
Eric Burns	Principal of Samuel Walker Elementary School	8/27/2024
Ashley Fisseler	Principal of Estella Stewart Elementary School	8/27/2024
Roger Mcneel	Principal of Huntsville Elementary School	8/27/2024
Joshua Campbell	Principal of Mance Park Middle School	8/27/2024
Paul Trevino	Principal of Huntsville High School	8/27/2024
Nathan Bruner	Director of the Westmoreland Academy	8/27/2024
Sharonda Johnson	Director of the Huntsville Success Academy	8/27/2024

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Huntsville ISD Basic EOP

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SECTION 1.0 – Purpose, Scope, and Objectives

A. Purpose

The purpose of this Multi-hazard Emergency Operations Plan (EOP) is to educate and inform the district about actions to follow before, during, and after an emergency incident by outlining the responsibilities and duties of administrators, faculty, staff, substitutes, students, response and coordinating agencies, and the whole community. The purpose of this EOP is to minimize the loss of life and damage to property. As a result, it identifies emergency operations, practices, collaboration, responsibilities, and general considerations for facilities and campuses within the district. This EOP has been designed to meet the specific and individual needs, capabilities, and circumstances found throughout the district.

Huntsville ISD will review and update this EOP annually. These revisions will enhance our ability to support all phases of emergency management.

- Prevention
- Mitigation
- Preparedness
- Response
- Recovery

B. Scope

This EOP addresses district planning and procedures for all emergency incidents, applies to all district facilities and campuses, and ensures that the needs of individuals with access and functional needs are addressed.

This plan focuses on mitigating, preventing, and preparing for emergency incidents of all types that could impact the district. It is designed to ensure effective and efficient coordination of response and recovery efforts.

C. Objectives

Huntsville ISD Multi-hazard Emergency Operations Plan is a framework that supports the district's overall educational mission. The overall objectives of the Basic Plan are to:

- Prepare and protect all individuals covered by this plan against significant threats and hazards in a manner allowing vital interests and daily operations to continue.
- Reduce the loss of life and property by decreasing the impact of disasters.
- Respond quickly to save lives, protect property and the environment, and meet basic human needs after an emergency incident.
- Assist whole communities recovering from an emergency incident with continued stabilization of vital life support systems and whole community restoration.

Huntsville ISD Basic EOP

These objectives apply to all hazards and may be used to assist with any type of emergency incident requiring emergency operations, response, and recovery efforts.

This plan is applicable to all district sites (campuses, administration, transportation, and support facilities). Huntsville ISD will review and update the plans and supporting documents through activities that enhance its ability to prevent and mitigate, prepare for, respond to, and recover from emergency incidents of all types.

Section 2.0 – Authority and Guidance

This Basic Plan is developed under the authority of Texas Education Code 37.108(a) that states “each school district or public junior college district shall adopt and implement a Multi-Hazard Emergency Operations Plan for use in the district’s facilities. The plan must address prevention, mitigation, preparedness, response, and recovery.” It aligns with federal, state, and local guidelines, and provides the framework for coordinating response efforts during an emergency incident. All actions and decisions outlined within this plan are guided by the principles set forth in the [National Response Framework](#) and the [Guide for Developing High-Quality School Emergency Operations Plans](#), ensuring a structured and compliant response to any emergency event.

In 2005, The governor of the State of Texas issued Executive Order RP 40, which mandates the adoption of the [National Incident Management System \(NIMS\)](#) as the “declared state standard for incident management.”

SECTION 3.0 – District Hazard Analysis

Huntsville ISD is an important part of the whole community and plays a responsible role in ensuring a safe, secure, and healthy environment for students, faculty, staff, and substitutes. Huntsville ISD maintains resources that not only support its daily educational mission but also recognizes that schools are resources when an emergency incident occurs.

A summary of potential hazards is outlined in Attachment 1: District Hazard Analysis. Huntsville ISD has used historical records and subjective estimates to determine criticality, which is a measure of event probability and the district's ability to mitigate the harmful effects of an emergency incident upon its stakeholders and property.

SECTION 4.0 – SITUATION OVERVIEW AND ASSUMPTIONS

A. Situation Overview

The situation overview provides an effective response to an emergency incident. This Multi-hazard Emergency Operations Plan (EOP) may be activated in part or in whole, as necessary, by the Superintendent or Designee or designee.

This plan is to prevent or mitigate the effects of hazards that may affect the district. The district is located within Walker County, Huntsville, and is serviced by Education Service Center (ESC) #6

Huntsville ISD Basic Plan describes the high-level responsibilities of the agencies and partners who have responsibilities within this plan and within the scope of prevention, mitigation, preparedness, response, and recovery. Huntsville ISD Basic Plan and those involved in emergency preparedness efforts strive to meet the needs of all residents, constituents, and individuals with access and functional needs.

Huntsville ISD Basic Plan is a comprehensive plan intended to provide guidance and resources. Incident responders should use judgment and discretion to determine the most appropriate actions at the time of an emergency incident.

1. Plan Organization

There are three components to Huntsville ISD EOP:

- Basic Plan
- Annex (Hazard Specific Annex and Functional Annex)
- Appendix

Plan Organization Table	
Component	Description
Basic Plan	Describes Huntsville ISD emergency management organization and a system of coordination.
Annex	<p>Functional Annex: Describes Huntsville ISD actions that are consistently taken during any emergency incident impacting the district.</p> <p>Hazard Specific Annex: Addresses how Huntsville ISD responds to specific types of emergency incidents and may be referenced by other annexes. Hazard annexes may be augmented by other supporting plans.</p>
Appendix	Attached to an annex, Huntsville ISD provides a list of specific tasks that need to be accomplished before, during, and after an emergency incident.

2. Individuals with Access and Functional Needs

Huntsville ISD provides equal access to safety during emergency incidents, required drills, and district approved exercises for students and district personnel

with access and functional needs in accordance with Texas Education Code 37.108(f)(4) and 37.1086(a). Individuals with access and functional needs are persons who may have temporary or permanent additional needs in functional areas including, but not limited to, maintaining independence, communication, transportation, supervision, and medical care, as well as students with an individualized education program or a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794).

3. Facilities and Campuses

Huntsville ISD has a total of 15 facilities. The district has one high school, one middle school, and four elementary schools. A master list of facilities is available at the Hawkins Administration Building. A map of each facility annotated with evacuation routes, shelter locations, fire alarm pull stations, fire alarm control panel stations, fire standpipe connections, fire hydrants, fire extinguishers, first aid kits, bleeding control stations, automated external defibrillators (AEDs), hazardous materials storage, server rooms, mechanical rooms, electrical rooms, and utility shutoffs is included in the Facilities Access Management Annex.

The district’s current enrollment is approximately 5,900 students. The district staff comprises approximately 1,010 employees including district office staff, faculty, administrators, support staff, cafeteria staff, custodial staff, maintenance staff,

Huntsville ISD Instructional Facilities <i>(real property that is used predominantly for teaching curriculum)</i> as of 08/13/2025				
Name of Facility	Street Address	City	State	Zip Code
Huntsville High School	515 FM 2821 East	Huntsville	TX	77320
Mance Park Middle School	1010 8th Street	Huntsville	TX	77320
Scott Johnson Elementary	431 Hwy 190 East	Huntsville	TX	77320
Estella Stewart Elementary	3400 Boettcher Drive	Huntsville	TX	77320
Samuel W. Houston Elementary	1641 7th Street	Huntsville	TX	77320
Huntsville Elementary	87 Martin Luther King	Huntsville	TX	77320
Westmoreland Learning Center	1010 7th Street	Huntsville	TX	77320

and transportation staff.

Huntsville ISD Non-Instructional Facilities
(real property that is not primarily used for teaching curriculum)
as of 8/13/2025

Name of Facility	Street Address	City	State	Zip Code
Hawkins Administration	441 FM 2821 East	Huntsville	TX	77320
Maintenance building	823 Cline street	Huntsville	TX	77320
Support Learning Center	603 Hwy 190 East	Huntsville	TX	77320
Child Nutrition	1010 7th Street	Huntsville	TX	77320
Technology building	1220 7th Street	Huntsville	TX	77320
Old Gibbs PreK Gym	1800 19th Street	Huntsville	TX	77320
Old SLC	119 FM 980	Huntsville	TX	77320
Maintenance warehouse	690 Sam Houston Ave	Huntsville	TX	77320
Transportation building	96 Martin Luther King Dr.	Huntsville	TX	77320

Portable Building Safety

Huntsville ISD currently has 7 portable buildings as defined in Texas Administrative Code 61.1036. All portable buildings meet the school safety requirements specified within Texas Administrative Code, 61.1031 and are incorporated in the district’s Multi-hazard Emergency Operations Plan to include emergency incidents, drills, and exercises, ensuring the safety of students in portable buildings in accordance with Texas Education Code 37.108(f)(3).**Resources**

Huntsville ISD will use district owned resources to respond to emergency incidents. If these resources prove to be inadequate or exhausted, Huntsville ISD has formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies and whole community organizations to ensure the district has access to necessary resources during an emergency incident impacting the district.

Huntsville ISD has formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies and whole community organizations to ensure they have access to needed district resources during an emergency incident impacting the whole community.

A list of current agreements is found in Attachment 2: Formal Agreements. All current agreements can be obtained through Huntsville ISD legal office.

B. Assumptions

Planning requires a commonly accepted set of assumptions to provide a foundation for establishing emergency management protocols and procedures. The following assumptions identify what Huntsville ISD considers to be true in this EOP. Should an assumption prove to be false, this EOP will be modified accordingly.

- This EOP is intended to provide guidance but does not imply performance guarantees. Huntsville ISD may deviate from this plan, as necessary.

- Those district members, as well as responding and coordinating agencies listed in the Record of Distribution, acknowledge receipt, review, and intend to use this plan during an emergency incident.
- All facilities and campuses have created site-specific plans addressing their identified hazards.
- Students, faculty, staff, and substitutes are empowered to assess the seriousness of a situation and respond accordingly, which may prevent an emergency incident from occurring.
- An emergency incident such as a fire, gas leak, or hazardous material spill could occur without warning. Faculty, staff, and substitutes should not wait for directions from local response agencies before activating this EOP, thus protecting lives and property.
- Probable or developing conditions may result in leadership making the decision to delay or cancel events to avoid potential injury or loss of life if conditions should evolve into an emergency incident.
- Emergency incident management will be conducted in a manner consistent with the principles contained in the U.S. Department of Homeland Security National Incident Management System (NIMS) doctrine.
- Huntsville ISD is prepared to take initial response actions until help from responding agencies is available.
- Upon arrival, a member of a responding agency (law enforcement, fire, etc.) may assume the Incident Commander (IC) position or establish a Unified Command (UC) depending on the emergency incident.
- An intentional threat against the district will result in security and law enforcement response actions.
- A quick and appropriate response will reduce the number and severity of injuries.
- A large-scale emergency incident requires an effective and coordinated response between the district, whole community, and response agencies resulting in minimizing public concern; assisting in recovery efforts; and reducing the impact on students, faculty, staff, and substitutes.
- During an emergency incident, faculty, staff, and substitutes are expected to perform tasks beyond their daily duties.
- Utilities (water, electrical power, natural gas, telephones, radio systems, cell towers, information systems) may be interrupted due to an emergency incident.
- Buildings, major roads, overpasses, bridges, and local streets may be damaged. Individuals may become stranded on campus due to unsafe traveling conditions.

- Huntsville ISD will continue to be exposed to and subject to the impact of those hazards described in the hazard analysis as well as lesser hazards and others that may develop in the future.
- It is possible for a major disaster to occur at any time and at any place. In many cases, dissemination of warnings to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.
- Emergency incidents may result in one or more of the following:
 - Damage or destruction to public and private property.
 - Damage or destruction to public and private records.
 - Displacement of people and families.
 - Disruption of local services (sanitation, emergency medical services, fire, and police).
 - Disruption of utilities (electric, gas, internet, telephone, and water) and daily life activities.
 - Impacts on the environment.
 - Injury or loss of life.
 - Shortages of temporary or permanent housing.
 - Social and economic disruption.
- Achieving and maintaining effective district, whole community, and individual preparedness is the primary mitigating factor against disasters and can reduce the immediate stress on the public and response organizations.
- Proper mitigation actions can prevent or reduce disaster related loss. Detailed emergency planning, training of emergency responders and other personnel, and conducting periodic emergency drills and exercises can improve our readiness to deal with emergency situations.
- The district formally adopted and implemented the National Incident Management System (NIMS).

Section 5.0 – Concept of Operations

A. Approach to Emergency Management

The Multi-Hazard Emergency Operations Plan (EOP) is based on an all-hazards approach and may be activated in its entirety or in part, based on the emergency incident and decisions of leadership.

Each facility and campus will develop and test emergency plans. Faculty, staff, and resources may be limited; however, some routine services and activities may be redirected or suspended to accomplish response and recovery efforts.

The Superintendent or Designee is responsible for emergency management planning for the district and may designate an individual to serve as the Emergency Management Coordinator who oversees emergency management efforts. The Superintendent or Designee may also identify individuals whose responsibilities are to support the district's emergency management.

B. Emergency Operations Organization

To direct all planned events and emergency incidents the district will implement the Incident Command System (ICS). ICS is the standardized approach used to support events and emergency operations by defining roles and responsibilities while establishing a system for formal decision making.

C. Emergency Training

To improve the district's readiness, Huntsville ISD conducts regular training with students, faculty, staff, and substitutes on the hazards identified in this EOP. Emergency training includes, but is not limited to, required emergency drills and district approved exercises to improve emergency incident coordination, operation, and response to mitigate emergency incident loss of life and damage to property.

1. **Drills:** A preparedness activity designed to train individuals to respond effectively during an incident when loss of life or property is at risk. Per Texas Education Code 37.114, Texas Administrative Code 103.1209, and state and federal best practices, every school year campuses shall schedule and complete required drills and evaluate the drill effectiveness. The Emergency Drill Table contains each legislatively mandated emergency drill with the definition and frequency in accordance with Texas Administrative Code 103.1209.

Emergency Drill Table

Definitions are found at [Texas Administration Code 103.1209](#).

Drill	Definition	Frequency
Secure	A response action schools take to secure (close, latch, and lock) the perimeter of school buildings and grounds during incidents that pose a threat or hazard outside of the school building. This type of drill uses the security of the physical facility to act as protection to deny entry.	One per school year.
Lockdown	A response action schools take to secure (close, latch, and lock) interior portions of school buildings and grounds during incidents that pose an immediate threat of violence inside the school. The primary objective is to quickly ensure all school students, staff, and visitors are secured away from immediate danger.	Two per school year (once per semester).
Evacuation	A response action schools take to quickly move students, faculty, substitutes, and staff from one place to another. The primary objective of an evacuation is to ensure that all individuals can quickly move away from the threat.	One per school year.
Shelter-in-place (for either severe weather or hazmat)	<p>A response action schools take to quickly move students, staff, and visitors indoors, for an extended period of time, because it is safer inside the building than outside.</p> <p>For severe weather, depending on the type and/or threat level (watch versus warning), affected individuals may be required to move to rooms without windows on the lowest floor possible or to a weather shelter.</p> <p>Examples of a shelter-in-place for hazmat drill include train derailment with chemical release or smoke from a nearby fire.</p>	<p>One per school year for severe weather.</p> <p>One per school year for hazmat.</p>
Fire evacuation	A method of practicing how a building would be vacated in a fire. The purpose of fire drills in buildings is to ensure that everyone knows how to exit safely as quickly as possible.	School districts and open-enrollment charter schools should consult with the local authority having jurisdiction (e.g., fire

		marshal) and comply with its requirements and recommendations. If a district does not have a local authority, it shall conduct four per school year (two per semester).
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2. **Exercises:** A preparedness training activity designed to practice and assess, in a more realistic setting, the actions of individuals responding to an incident when loss of life or property are at risk. Per Texas Administration Code 103.1211(b), local education agencies (including school districts and open-enrollment charter schools), are not required to conduct active threat exercises; however, should a district choose to conduct an active threat exercise, the district shall ensure the exercise meets requirements specified within Texas Education Code 37.1141.

D. Five Phases of Emergency Management

In compliance with Texas Education Code 37.108(a), this EOP addresses each of the five phases of emergency management, as defined by the Texas School Safety Center (TxSSC), in conjunction with the Governor’s Office of Homeland Security, the Commissioner of Education, and the Commissioner of Higher Education.

In compliance with Texas Education Code 37.108(a), the district has identified the following actions for all phases of emergency management.

1. **Prevention:** Actions that include activities to avoid an emergency incident or to intervene to stop an emergency incident from occurring. Prevention involves activities to protect lives and property.

Prevention Actions Table	
Huntsville ISD identified the following actions for the prevention phase of emergency management	
	Follow procedures for Bullying Prevention according to Texas Education Code 37.0832(c).
	Cyberbullying prevention includes faculty, staff, and substitute training with updated legislation and procedures.
	Anonymous Incident and Bullying Reporting Online.
	Pandemic virus and influenza sanitation measures include routine E-misting of buildings.

Building access control procedures including cameras and call in stations.
Student and staff ID system.
Visitor badging.
Conduct unauthorized Intruder Training.
Install vape and decibel detection devices on secondary campuses.
Update camera system.
Unannounced Intruder Detection Audits.
Complete a Safety and Security Audit for state accountability every three years and present the findings to the board of trustees as required.

2. **Mitigation:** Actions that include activities to reduce the loss of life and property from natural, technological, and human-caused hazards by avoiding or lessening the impact of an emergency incident and providing value to the public by creating safer communities.

Mitigation Actions Table
Huntsville ISD identified the following actions for the mitigation phase of emergency management.
Implement structural changes to buildings, including shatterproof film at campus entrances.
Install barrier fencing around campuses.
Lock exterior doors with call in cameras.
Enclose vestibules.
Install weather and intruder resistant doors and keyless entries.
Ensure bracing and locking of chemical cabinets.
Check technological updates, including protected storage of district information.

3. **Preparedness:** Actions that include a continuous cycle of planning, organization, training, equipping, exercising, evaluation, and taking corrective action to ensure effective coordination during emergency incident response.

Preparedness Actions Table
Huntsville ISD identified the following actions for the preparedness phase of emergency management.
Conduct drills scheduled in a professional development calendar and conducted by campus principals.
Participate in exercises with local law enforcement, public health authority, and other partner agencies.
Prepare classroom continuity of learning for campus and district level safety committees.
Monthly principal training for ongoing review of emergency response.
Conduct bi-annual training for all faculty, staff, and substitutes regarding emergency operations procedures.
Conduct bi-annual employee surveys.

4. **Response:** Actions that include activities to address the short-term, direct effects of an emergency incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. The response actions include the execution of Multi-hazard Emergency Operations Plans.

Response Actions Table
Huntsville ISD identified the following actions for the response phase of emergency management
Evacuate buildings.
Provide suicide prevention, grief-informed and trauma-informed care, CRASE actions, Stop the Bleed, CPR, and AED training.
Provide transportation resources when needed.
Nurse directs trauma stations with pre-identified roles, responsibilities, and mapped color-coded stations.

District police serve as the first responders employing partner agencies as appropriate.

5. Recovery: Actions that include activities to address both short-term and long-term efforts for rebuilding and revitalization of affected communities.

Recovery Actions Table
Huntsville ISD identified the following actions for the recovery phase of emergency management
Coordinate with the county government and partner agencies to assess readiness and time frame for recovery efforts.
Account for students and employees after a county evacuation and communicate district updates and plans.
Activate the Comprehensive Counseling Plan, along with outside agency support, for students and staff.
Provide crisis intervention and support with a trained crisis and grief counseling team.
Restore utilities.
Conduct facilities assessment and readiness evaluation.
Reopen the district with communication to local agencies and stakeholders.
Maintain required documentation of restoration and recovery activities, including Federal Emergency Management Agency (FEMA) documentation.
Debrief the emergency response measures and update any needed documentation, procedures, policies, etc..

E. Physical and Psychological Safety

The physical safety of students, faculty, staff, substitutes, and the whole community during an emergency incident is addressed throughout each annex. In addition to physical safety, Huntsville ISD EOP ensures provisions for supporting the psychological safety of students, faculty, staff, substitutes, and the whole community during the response and recovery phase following a disaster or emergency. These provisions are aligned with programs and research-based practices in accordance with Texas Education Code 37.108 and in alignment with Texas Education Code 38.351.

This EOP, in compliance with Texas Education Code 37.108(f)(6)(B), includes strategies for ensuring any required professional development training for suicide prevention and grief-informed and trauma-informed care is provided to appropriate school personnel. For additional information regarding physical and psychological safety, refer to the Psychological Resilience Annex.

SECTION 6.0 – Assignment of Responsibilities

This section provides an overview of the responsibilities of district personnel during each phase of emergency management. Personnel should take action to respond to and manage an emergency incident until response agencies arrive. Huntsville ISD acknowledges the primary responsibility for response efforts and will assign an individual with the most relevant subject matter expertise to manage specific emergency incidents.

Roles and responsibilities are identified in the Roles and Responsibilities for Emergency Management Phases Table.

Roles and Responsibilities for Emergency Management Phases Table	
Prevention Phase	
Responsible Role	Actions and Responsibilities
Superintendent or Designee	Assume responsibility for emergency management planning.
	Identify individuals whose responsibilities are to support emergency management.
	Provide guidance for the direction and control of an emergency incident according to NIMS and the district's EOP.
	Communicate with the School Safety and Security Committee regarding the objectives and priorities for emergency management.
Principal(s)	Assume responsibility for emergency management on their campus.
	Take steps to ensure the safety of students, faculty, staff, and substitutes.
Policy Committee	Provide policy and strategic guidance.
	Ensure adequate resources are available.
Legal Department	Create formal agreements with agencies and whole community organizations to ensure the district has access to required resources.
	Protect, maintain, and store essential records in accordance with legal requirements.
Counselor(s)	Take steps to ensure the safety of students, faculty, staff, and substitutes.
Nurses	Organize first aid and medical supplies.

Mitigation Phase	
Responsible Role	Actions and Responsibilities
Superintendent or Designee	Assume responsibility for emergency management planning.
	Identify individuals whose responsibilities are to support emergency management.
	Provide guidance for the direction and control of an emergency incident according to NIMS and the district's emergency management.
	Communicate with the School Safety and Security Committee regarding the objectives and priorities for emergency preparedness.
Principal(s)	Assume responsibility for emergency management on their campus.
	Take steps to ensure the safety of students, faculty, staff, and substitutes.
Policy Committee	Provide policy and strategic guidance.
	Ensure adequate resources are available.
Legal Department	Create formal agreements with agencies and whole community organizations to ensure the district has access to required resources.
	Protect, maintain, and store essential records in accordance with legal requirements.
Counselor(s)	Take steps to ensure the safety of students, faculty, staff, and substitutes.
Nurses	Organize first aid and medical supplies.

Mitigation Phase	
Responsible Role	Actions and Responsibilities
Superintendent or Designee	Assume responsibility for emergency management planning.
	May designate an individual to serve as the emergency management coordinator who oversees emergency management.
	Identify individuals whose responsibilities are to support emergency management.
	Approve and ensure formal adoption of the Multi-hazard Emergency Operations Plan (EOP).
	Approve all significant changes to this EOP.
	Provide guidance for the direction and control of an emergency incident according to NIMS and the district's emergency management.
	Establish a line of succession for decision making during an emergency incident.
	Ensure this EOP is reviewed annually.

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	Communicate with the School Safety and Security Committee regarding the objectives and priorities for emergency management.
	Take steps to ensure the safety of students, faculty, staff, and substitutes.
	Participate in drills, exercises, and trainings.
Principal(s)	Develop campus site-specific emergency operation plans.
	Assume responsibility for emergency management on their campus.
	Take steps to ensure the safety of students, faculty, staff, and substitutes.
	Participate in drills, exercises, and trainings.
Counselor(s)	Take steps to ensure the safety of students, faculty, staff, and substitutes.
	Participate in drills, exercises, and trainings.
Nurse(s)	Take steps to ensure the safety of students, faculty, staff, and substitutes.
	Participate in drills, exercises, and trainings.
Teachers	Participate in drills, exercises, and trainings.
Public Information Officer (PIO)	Create and maintain an updated media roster with contact information for local media outlets listed in the Emergency Communications Annex.
	Prepare and deliver accurate messages in a timely and professional manner.
	Participate in drills, exercises, and trainings.
School Safety and Security Committee	Participate in development and implementation of emergency plans addressing the specific needs for each facility and campus.
	Provide the board of trustees and administration with recommendations to update the EOP according to the best practices identified by the Texas Education Agency (TEA), the Texas School Safety Center (TxSSC), or an individual in the Registry maintained by the TxSSC.
	Provide information required to complete the safety and security audit, audit report, or others reports submitted to the TxSSC.
	Ensure a Safety and Security Audit has been conducted for all facilities at least once every three years, in compliance with Texas Education Code 37.108(b).
	Ensure a Safety and Security Audit Report is submitted to the board of trustees.

Responsible Role	Actions and Responsibilities
School Safety and Security Committee (continued)	Review reports submitted to the TxSSC to ensure accuracy, completion, and criteria established regarding all district facilities.

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	Consult with local law enforcement agencies for increased presence near campuses.
	Ensure bleeding control stations are present and easily accessible.
	Meet as required by Texas Education Code 37.109(c).
	Attend Psychological First Aid Training.
Policy Committee	Provide policy and strategic guidance.
	Ensure adequate resources are available.
Transportation Department	Participate in drills, exercises, and trainings
Maintenance Department	Develop plans for surveys and report on the condition of buildings.
	Participate in drills, exercises, and trainings.
Food Service Department	Develop plans for inventorying existing food and supplies.
	Participate in drills, exercises, and trainings.
Legal Department	Create formal agreements with agencies and whole community organizations to ensure the district has access to required resources.
	Participate in drills, exercises, and trainings.

Responsible Role	Actions and Responsibilities
Superintendent or Designee	Activate this EOP, in part or in whole, to provide for an effective response to an emergency incident.
	Provide policy and strategic guidance.
	Ensure adequate resources are available.
	Establish a line of succession for making district decisions during an emergency incident.
	Assign a district representative, with decision-making authority, to the Emergency Operations Center (EOC) to support and coordinate district activities during the whole community response to an emergency incident.
	Provide guidance for the direction and control of an emergency incident according to NIMS and the district's emergency management.
	Advise the board of trustees on emergency incidents and provide reports as needed.
Principal(s)	Take steps to ensure overall safety of students, faculty, staff, and substitutes.
	Assume responsibility for the emergency management response on their campus.

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Counselor(s)	Take steps to ensure the safety of students, faculty, staff, and substitutes.
	Assist with the reunification of students with parents or guardians.
Nurse(s)	Administer first aid or emergency treatment, as needed.
	Supervise those trained to provide first aid to others.
Teachers	Remain with students until directed otherwise.
	Take attendance of their class when relocating to a safe location.
Public Information Officer (PIO)	Assume responsibility as the official spokesperson for the district during an emergency incident.
Policy Committee	Keep elected officials and other executives informed of situations and decisions.
Transportation Department	Develop plans to recall bus drivers.
	Develop plans to adjust bus routes.
Maintenance Department	Develop plans for surveys, and report on the condition of buildings.
Food Service Department	Develop plans for inventorying existing food and supplies.
Legal Department	Create formal agreements with agencies and whole community organizations to ensure the district has access to required resources.
	Protect, maintain, and store essential records in accordance with legal requirements.

Responsible Role	Actions and Responsibilities
Superintendent or Designee	Advise the board of trustees on emergency incidents and provide reports as needed.
	Participate in after-action reviews.
Principal(s)	Take steps to ensure overall safety of students, faculty, staff, and substitutes.
	Assume responsibility for the emergency management response on their campus.
	Participate in after-action reviews.
Counselor(s)	Take steps to ensure the safety of students, faculty, staff, and substitutes.
Nurse(s)	Organize first aid and medical supplies.
	Take steps to ensure the safety of students, faculty, staff, and substitutes.
Teachers	Take steps to ensure the safety of students, faculty, staff, and substitutes.
Public Information Officer (PIO)	Prepare and deliver accurate messages in a timely and professional manner.

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	Participate in after-action reviews.
Policy Committee	Inform elected officials and other executives of situations and decisions.
Transportation Department	Ensure condition of transportation buildings, buses, and drivers.
	Adjust bus routes.
Maintenance Department	Develop plans for surveys, and report on the condition of buildings.
	Participate in after-action reviews.
Food Service Department	Develop plans for inventorying existing food and supplies.
	Participate in after-action reviews.
Legal Department	Create formal agreements with agencies and whole community organizations to ensure the district has access to required resources.
	Protect, maintain, and store essential records in accordance with legal requirements.
	Participate in after-action reviews.

SECTION 7.0 – Direction and Control

A. General Information

Direction refers to the guidance, leadership, and decision-making that are provided to the incident management team. Direction sets priorities, establishes objectives, and ensures resources are allocated appropriately. It involves making strategic decisions based on situational awareness, ensuring that the response remains focused on achieving the incident's objectives.

Control refers to the process of monitoring and managing the execution of the incident response. It ensures that the response is being carried out as planned and within established parameters. This includes overseeing the performance of all involved parties, assessing progress, and adjusting tactics or resources as necessary to meet objectives.

The Superintendent or Designee will provide guidance for the direction and control of an emergency incident. The district should implement the **Incident Command System (ICS)** to manage the emergency incident:

1. The first ICS trained individual to arrive at the emergency incident scene will serve as the Incident Commander (IC) until relieved by the appropriate responding agency.
2. The IC will have the ability to expand or contract the ICS structure as necessary during the emergency incident.
3. The ICS structure is the district organization that will be used involving all emergency incidents on district property.
4. The IC will establish an Incident Command Post (ICP), assign individuals to fill positions to effectively respond to the emergency incident, direct the on-scene response from the ICP, and provide an assessment of the situation (situation report, etc.) to district officials and responding agencies.
5. When an emergency incident expands beyond the district's response capabilities, multiple agencies may respond bringing with them their own IC. As a result, the district IC, and all other agency ICs, come together under a Unified Command (UC) to make collaborative decisions and coordinate an effective response.
6. If the first IC is a district employee, that individual will be prepared to become a member of the UC and represent the district.

If an emergency incident impacts the whole community, the local office of emergency management may activate their **Emergency Operations Centers (EOCs)** to manage the response efforts. Upon request, a district representative with decision-making authority may support the EOC to support and coordinate district activities.

B. Chain of Command

In accordance with Texas Education Code 37.108(f)(1), the district has established the following line of succession for making district decisions during an emergency incident.

1. Primary – Superintendent
2. Secondary – Assistant Superintendent of Operations & Facilities
3. Tertiary or more (if needed) – Deputy Superintendent

C. Agency Coordination

In accordance with Texas Education Code 37.108(a)(5), Huntsville ISD has measures in place to ensure coordination with the Department of State Health Services (DSHS), local emergency management agencies, law enforcement, health departments, and fire departments in the event of an emergency. When possible, these agencies will also be included in district drills, exercises, trainings, and after-action reviews.

Response Agencies		
Agency	Agency Point of Contact	Phone Number
Texas Department of State Health Services (DSHS)		512-776-7111
Local Health Department Kimberly Gesford, RN BSN CLC, CPST, 936-294-2171(w) 936-333-2248(c) For additional information visit https://www.dshs.texas.gov/contact-us	Kimberly Gesford	936-294-2171(w) 936-333-2248(c)
Law Enforcement Agency(s) Huntsville Police Department	Sgt Legerski	936-577-5596
Local Fire Department (City or County) Huntsville Fire Department	Chief Greg Mathis	936-291-5944
Local Office of Emergency Management (OEM) City of Huntsville Walker County	Adam Winningham Butch Davis	936-662-0564 936-435-8035

SECTION 8.0 – Public Information Officer

The district Public Information Officer (PIO) is the official spokesperson for the district. The PIO maintains an updated media roster that contains the contact information for each local media outlet listed in the Communications Annex. The PIO is responsible for delivering accurate messages in a timely and professional manner.

The PIOs additional responsibilities include, but are not limited to:

- Develop accurate, accessible, and timely information for use in press and media briefings or dissemination via social media.
- Monitor information from traditional and social media that is useful for incident planning and forwards it as appropriate.
- Understand any limits on information release.
- Obtain the Incident Commander’s approval of news releases.
- Conduct media briefings.
- Arrange for tours and other interviews or briefings.
- Create information about the incident available to incident personnel.
- Participate in planning meetings.
- Identify and implement rumor control methods.

SECTION 9.0 – Administration and Support

A. Purchasing

Huntsville ISD follows established purchasing policies to include, but not limited to:

- Overseeing all financial activities during an emergency incident, including purchasing resources.
- Arranging contracts for services.
- Tracking all hazard related expenses.
- Timekeeping for personnel.
- Verifying compliance with applicable laws and policies for financial coding.
- Submitting forms for reimbursement.
- Preserving all emergency incident-related documentation.

Huntsville ISD is a political subdivision of the State of Texas and operates under specific legal requirements for the procurement of goods and services. The district is a tax-exempt entity and will supply tax-exempt verification upon request. The purchasing process is outlined in a separate district document titled, "**State & Federal Grants Manual**

B. Reporting

Situational reports will be completed daily and distributed by members of the Incident Command Post (ICP) and, as requested, by the Incident Commander (IC) during the emergency incident

<https://training.fema.gov/emiweb/is/icsresource/icsforms/>.

Federal Emergency Management Agency Incident Command System (ICS) Form Table

Form Number	Type	Description
ICS Form 213	General Message	The ICS structure ensures that communication is streamlined and that important messages are easily tracked and recorded during emergency incident response effort.
ICS Form 214	Activity Log	Incident personnel ensure that every action is documented, helping maintain a clear, accurate record of the response and supporting overall emergency incident management.

C. Recordkeeping

The Superintendent or Designee should ensure all applicable records for emergency management operations are obtainable, and that duplicate records are held at alternate locations.

1. The following records may be kept during an emergency incident and retained in the manner described in the district's record management policy such as:
 - a. Records related to purchases.
 - b. Activation, deactivation, or significant changes of emergency incident policies, procedures, resources, services, and personnel.
 - c. Long-term resources or requests for additional resources through formal agreements or contracts.
2. Records can be easily damaged during an emergency incident. Efforts may be made to protect records to resume daily operations. These records include, but are not limited to, legal documents, student files, and faculty and staff files.
3. Essential records are for responding to an emergency or disaster; necessary to resume or continue operations; protect the health, safety, property, and rights of residents and citizens; require a significant number of resources to reconstruct; and document the history of communities and families. The essential functions of your organization determine what records are essential.

SECTION 10.0 – Development and Maintenance Process

The following process has been established to ensure this Multi-hazard Emergency Operations Plan (EOP) is continuously developed and maintained to provide guidance during all phases of emergency management.

- After-action reviews (AARs) may be conducted by the district following every drill, exercise, planned event, and emergency incident. An AAR captures feedback on what went right, and what went wrong; gathers information and perspectives to create lessons learned; generates recommendations for the next drill, exercise, planned event, or emergency incident; and becomes a catalyst for updating the current EOP. An improvement plan (IP) should follow an AAR and is used to ensure corrective actions are continually monitored and implemented as part of improving preparedness.
- The current EOP will be reviewed annually by the Safety and Security Committee, response agencies, and internal and external stakeholders having roles and responsibilities mentioned in this EOP. This annual review has been completed by the Superintendent or Designee. This review process also includes AAR feedback captured from the previous annual review.
- Once the annual review has been completed, minor edits (grammar or spelling changes) require no notification to stakeholders. Significant changes (changes in guidelines, roles, or responsibilities) will be tracked in an updated version of this EOP and distributed to all relevant stakeholders for a period of review and comment.
- At the end of the review and comment period all significant changes will be recorded in the **Record of Changes and Annual Review Table**. The Record of Changes and Annual Review Table verifies the EOP has been reviewed annually. The terms “Review,” “Revise,” or “Update” may be used when annotating the summary of significant changes. The word “annual” may be used if no significant changes were made to the current EOP annual reviews.
- The annually updated EOP will be forwarded to the Superintendent or Designee for the Superintendent’s or Designee’s pen and ink or digital certificate-based signature with the day, month, and year on the Formal Adoption Statement.
- The Record of Distribution indicates who receives each version of this EOP. Specifically, the Record of Distribution is updated to identify the receipt, review, and intent to use this EOP during an emergency incident by internal and external stakeholders responsible for assisting the district during all phases of emergency management.

SECTION 11.0 – Explanation of Terms

A. Acronyms

AAR	After-Action Review
AED	Automated External Defibrillator
DSHS	Texas Department of State Health Services
EMS	Emergency Medical Services
EOC	Emergency Operations Center
EOP	Multi-hazard Emergency Operations Plan
ESC	Education Service Center
FEMA	Federal Emergency Management Agency
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
IP	Improvement Plan
NIMS	National Incident Management System
PIO	Public Information Officer
TDEM	Texas Division of Emergency Management
TEA	Texas Education Agency
TxDPS	Texas Department of Public Safety
TxSSC	Texas School Safety Center
UC	Unified Command

B. Definitions

Access and Functional Needs: Temporary or permanent additional needs in functional areas including, but not limited to, maintaining independence, communication, transportation, supervision, and medical care, as well as students with an individualized education program or a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794).

Actions: Critical activities that need to be accomplished during all phases of emergency management.

Agreements: Consist of contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements between the district, responding agencies, and whole community organizations to ensure resources are available during an emergency incident.

Chain of Command: The line of authority and responsibility.

Contracts: Legally binding agreements between parties obligating one to provide goods or services for consideration or payment.

Coordinating Agencies: The collaboration between different agencies to address emergency incident concerns or challenges.

Donations Management: The coordination processes used to support the state in ensuring the most efficient and effective use of unaffiliated volunteers, unaffiliated organizations, and unsolicited donated goods to support emergency incidents.

Safety and Security Committee: A collaborative team of individuals that is responsible for developing, reviewing, and updating the district's Multi-hazard Emergency Operations Plan (EOP).

Hazard: A situation that has the potential to adversely impact the safety of individuals or cause damage to property.

Human-Caused Hazard: An adversarial hazard (active shooter, vehicle ramming, etc.).

Incident: A situation that adversely impacts the safety of individuals or causes damage to property.

Incident Action Plan: A document that is prepared after the first 24 hours of an emergency incident that identifies the goals and objectives that need to be accomplished during a stated time period.

Incident Command Post: The location where emergency incident leadership coordinates and communicates decisions to ensure a strategic and effective response to the emergency incident is accomplished.

Incident Command System: The standardized approach globally used during an emergency incident to provide a coordinated, efficient, and effective response among multiple individuals and agencies.

Improvement Plan: Dynamic documents, with corrective actions continually monitored and implemented as part of improving preparedness.

Junior College: A higher education institution that is also referred to as a "public junior college" in Texas Education Code.

Interlocal Agreement: Written formal agreements between two governmental entities made in accordance with Texas Government Code Title 7, Chapter 791, that are often binding and include performance expectations. These agreements essentially act like contracts between government entities.

Incident Commander: The individual who has overall responsibility for managing the response to the emergency incident.

Memoranda of Understanding: An MOU is recognized as binding; however, a legal claim cannot be based on the document. It should be customized to the capability or resources for which the agreement is developed. It formalizes the commitment of one district, agency, or organization to another and defines the responsibilities of the

parties, the scope and authority of the agreement, as well as the terms and timelines. The assistance is approved by leadership.

Mutual Aid Agreement: A formal written agreement between the district and another government entity that commits the participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials, or services during emergency incidents with the idea that there will be a future reciprocal exchange of comparable value, if required.

National Incident Management System: A set of principles used by agencies across the Nation to coordinate and work effectively during all phases of emergency management to reduce the loss of life or property.

Natural Hazard: A hazard caused by an act of nature (tornado, earthquake, etc.).

President: The highest-ranking executive officer of a junior college.

Resources: Includes personnel, equipment, supplies, and facilities available to be used during an emergency incident.

Superintendent: The educational leader and the chief executive officer of the school district

Technological Hazard: A hazard caused by an accident or the failures of systems or structures (major utility loss, train derailment, etc.).

Texas Division of Emergency Management: Coordinates the state emergency management program, which is intended to ensure the state, and its local governments respond to and recover from emergencies and disasters. They implement plans and programs to help prevent or lessen the impact of emergencies and disasters.

Unified Command: Similar to the Incident Command; however, now two or more individuals, with authority in different agencies, join to create one leadership role that has overall responsibility for managing the response to the emergency incident.

Whole Community: Also known as whole community approach, a means by which residents, emergency management practitioners, organizational and community leaders, and government officials can collectively understand and assess the needs of their respective communities and determine the best ways to organize and strengthen their assets, capacities, and interests.

SECTION 12.0 – Attachments

Attachment 1: District Hazard Analysis

Huntsville ISD has used historical records and subjective estimates to determine criticality, which is a measure of event probability and the district's ability to mitigate the harmful effects of an emergency incident upon its stakeholders and property for natural hazards, technological hazards, and human-caused hazards.

The District Hazard Analysis Tool provides a numerical score for district identified hazards utilizing:

- Readiness Time
- Probability
- Health and Life Safety
- Impact to Property
- Impact or Duration to District Continuity of Operations

The total score allows the district to evaluate, emphasize, and address gaps specific to the district.

Huntsville ISD Hazard Analysis Tool (TxSSC, 2002)

This hazard analysis tool was crafted by the Texas School Safety Center to be readily accessible to the average staff member within the school communities we serve. Our goal is accessibility for these school communities.

Hazard analysis is ultimately a subjective process and can inform important decisions beyond emergency planning. This tool will give you a starting point with which to have further conversations about financial and emergency planning for the hazards that most impact your community. The original copy of this tool can be found on the TxSSC website (txssc.txstate.edu) in the Basic Plan Toolkit under the Tools tab.

We've assigned a range of values from 0-10 for each column. *Districts may change the values to suit their local needs.*

Hazard	Probability (0-9)	Severity of Impact - Life Safety (0-10)	Severity of Impact - Property (0-3)	Severity of Impact - District Operations (0-6)	TOTAL SCORE
Active Shooter (Attacker)	1	10	1	5	17
Chemical Plant Release	0	0	0	0	0
Communicable Disease	9	5	0	2	16
Cyber Attack/Ransomware	5	0	0	6	11
Earthquake	0	0	0	0	0
Flooding	9	3	31	3	46
Highway Accident/HAZMAT	1	9	3	1	14
Hurricane/Tropical Storm	9	9	1	5	24
Major Utility Loss	9	0	2	6	17
Pipeline Release	2	10	2	1	15
Severe Thunderstorm	9	2	2	2	15
Tornado	7	7	3	2	19
Train Derailment	1	10	0	0	11
Wildfire	7	2	3	1	13
Winter Storm	9	2	3	4	18
Prisoner Break	3	4	0	1	8

Attachment 2: Formal Agreements

A. Resources and Services Needed by the District

The district has the following formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies and whole community organizations to ensure the district has access to needed resources, goods, services, and personnel during an emergency incident impacting the district.

District Resource and Service Table		
Agency	Type of Agreement	Resource(s)
Walker County	Memorandum of Understanding	Reunification Site
Walker County Fair Association	Memorandum of Understanding	Reunification site
City of Huntsville-Police Department	Security, Safety and Law Enforcement	Police Resource Officers
City of Huntsville	Memorandum of Understanding	Fuel

B. Resources and Services Needed by Agencies

The district has the following formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies (volunteer organizations, non-government organizations (NGOs), private sectors, etc.) to ensure they have access to needed district resources, goods, services, and personnel during an emergency incident impacting the whole community.

Agencies and Whole Community Table		
Agency	Type of Agreement	Resource(s)
City of Huntsville	Memorandum of Understanding	Use of fuel during a city incident
Walker County	Memorandum of Understanding	Buses for evacuation

Attachment 3: School Safety and Security Committee

Although additional agencies may be added, in accordance with the Texas Education Code 37.109(a-1) and to the greatest extent practicable, the School Safety and Security Committee Members will include the following (see the compliant agency information in the School Safety and Security Committee Members Table):

School Safety and Security Committee Members Table		
Agency	Name	Position or Title
City or County’s Office of Emergency Management	Adam Winningham	Director of the City of Huntsville Office of Emergency Management
Local Police Department or Sheriff’s Office	Mike Legerski	Sargent of the SRO division of the City of Huntsville Police Department
Walker County Sheriff’s Office	Tim Whitecotton	Chief Deputy of the Walker County Sheriff Department
President of the Board of Trustees	Ken Holland	President of the HISD Board of Trustees
A member of the Board of Trustees	Rissie Ownes	Member of the Board of Trustees
Superintendent	Dr. L. Scott Sheppard	HISD Superintendent of Schools
Designee(s) of the Superintendent	Betsy Marlin	School teacher at Scott Johnson Elementary School in HISD
Parent or Guardian of Enrolled Student	Amanda Burris	Parent
Parents or Guardians of Enrolled Students	Stephanie Duer	Parent

In accordance with Texas Education Code 37.109(c), except as otherwise provided in the Code, the School Safety and Security Committee shall meet at least once during each academic semester and at least once during the summer. The committee is subject to the Texas Government Code, Chapter 551, has the freedom to meet in executive session as provided by that chapter, and posts notice of their committee meetings in the same manner as notice of a meeting of the board of trustees. The School Safety and Security Committee Meeting Schedule includes data concerning the previous year’s meetings. Huntsville ISD academic calendar:

Fall Semester (Term 1): 08/13/2025 – 12/18/2025

Spring Semester (Term 2): 02/07/2026 - 05/21/2026

Summer: 06/01/2026 - 06/25/2026

Record of Safety and Security Committee Meetings	
Meeting Date (mm/dd/yyyy)	Meeting Time
September 6, 2022	6:00 p.m.
November 7, 2022	6:00 p.m.
February 20, 2022	6:00 p.m.
June 5, 2023	6:00 p.m.
September 19, 2023	6:00 p.m.
November 28, 2023	6:00 p.m.
March 26, 2024	6:00 p.m.
June 4, 2024	6:00 p.m.
November 26, 2024	6:00 p.m.
March 25, 2025	6:00 p.m.
June 3, 2025	6:00 p.m.

Attachment 4: Safety and Security Audits

A Safety and Security Audit has been conducted for all facilities at least once every three years in compliance with Texas Education Code 37.108(b) and (c). Huntsville ISD, or a person included in the registry established by the Texas School Safety Center (TxSSC) under Texas Education Code 37.2091, who was engaged by the district to conduct a Safety and Security Audit, followed the Safety and Security Audit procedures developed by the Texas School Safety Center in coordination with the commissioner of education. A Safety and Security Audit Report has been submitted to the board of trustees and signed by the Superintendent and the board of trustees in compliance with Texas Education Code 37.108(c)(1).

Safety and Security Audits Table

Date Audit Conducted (mm/dd/yyyy)	Agency or Consultant Conducting the Audit	Name of Person Conducting the Audit	Date Audit Report Submitted to the Board of Trustees (mm/dd/yyyy)	Place an "X" if the same Agency or Consultant Conducted the Audit and developed the district's EOP
5/1/2020	Huntsville ISD	Kevin Stanford	5/21/2020	X
8/15/2023	Huntsville ISD	Bill Roberts	9/21/2023	X

Attachment 5: Distribution of Emergency Maps and First Responders Walkthroughs

Accurate emergency response maps of each district campus and school building that were developed and documented in accordance with the standards related to developing site and floor plans, access control, and exterior door numbering have been provided to the Texas Department of Public Safety (TxDPS) and all appropriate local law enforcement agencies and emergency first responders (Police, Fire, EMS) in compliance with Texas Education Code 37.108(f)(9) and 37.117(1).

Emergency Response Map Certification		
Date Provided Map (mm/dd/yyyy)	Agency Receiving Map	Agency Staff Name Receiving Map
10/11/2023	City or County's Office of Emergency Management	Director of the City of Huntsville Office of Emergency Management-Adam Winningham
9/19/2023	Department of Public Safety	Cpl. Bill Corley
9/19/2023	Walker County Sheriff's Office	Chief Deputy of the Walker County Sheriff Department Tim Whitecotton
10/11/2023	Huntsville Police Dept.	Sgt. Of SRO division-Sgt. Mike Legerski
10/5/2023	Huntsville Fire Dept.	Fire Chief, Greg Mathis
September, 2024	City or County's Office of Emergency Management	Director of the City of Huntsville Office of Emergency Management-Adam Winningham
September 2024	Department of Public Safety	Cpl. Bill Corley
September 2024	Walker County Sheriff's Office	Chief Deputy of the Walker County Sheriff Department, Tim Whitecotton
September 2024	Huntsville Police Dept.	Sgt. Of SRO division-Sgt. Mike Legerski
September 2024	Huntsville Fire Dept.	Fire Chief, Greg Mathis

Huntsville ISD has provided an opportunity to conduct a walkthrough of each district campus and school building to the Texas Department of Public Safety and all appropriate local law enforcement agencies and emergency first responders (Police, Fire, EMS) using the district provided map, in compliance with Texas Education Code 37.108(f)(9) and 37.117(2).

Walkthrough Certification Statement		
Date Walkthrough Offered (mm/dd/yyyy)	Agency Contacted	Agency Staff Name Contacted
9/19/2023	Texas Department of Public Safety	Cpl Corley
9/19/2023	Huntsville Police Department	Sgt Legerski
9/19/2023	Huntsville Fire Department	Chief Greg Mathis
9/19/2023	Walker County EMS	Adam Winningham
September 2024	Texas Department of Public Safety	Cpl Corley
September 2024	Huntsville Police Department	Sgt Legerski
September 2024	Huntsville Fire Department	Chief Greg Mathis
September 2024	Walker County EMS	Adam Winningham
08/04/2025	Walker County EMS	Adam Winningham
08/06/2025	Huntsville Fire Department	Chief Greg Mathis
08/08/2025	Walker County EMS	Adam Winningham

SECTION 13.0 – Annexes

The district has established the following table as annexes for the district EOP.

Annex Table			
Name	Description	Date of Change (mm/dd/yyyy)	Page
Active Threat for Schools	This annex establishes the policies and procedures under which the district will operate in the event of an active threat incident by addressing planning and operational actions for the five phases of emergency management.		
Communicable Disease	This annex establishes the policies and procedures under which the district will operate in the event of a communicable disease incident by addressing planning and operational actions for all five phases of emergency management.		
Continuity of Operations Plan (COOP)	This annex describes how a district will ensure the continuation of essential functions during an emergency and its aftermath.		
Cybersecurity	This annex establishes the policies and procedures under which the district will operate in the event of a cybersecurity incident by addressing planning and operational actions for the five phases of emergency management regarding actual or potential cyber-related threats and attacks to the district.		
Communications	This annex establishes the district's policies and procedures to manage communications during an emergency affecting operations. This will include Preparedness, Response, and Recovery regarding emergency communications within the school district.		
Evacuation and Shelter-in-Place	This annex establishes the policies and procedures under which the district will operate if an incident requires evacuation or shelter-in-place operations by addressing planning and operational actions for multiple phases of emergency management. This will include preparedness, response, and recovery regarding evacuation and shelter-in-place operations within the school district.		

Facilities Access Management	This annex establishes the policies and procedures under which the district will operate to provide facilities access management support for a hazard or special event by addressing planning and operational actions for the five phases of emergency.		
Hazardous Materials	This annex establishes the policies and procedures under which the district will operate in the event of an incident involving hazardous materials (Hazmat) by addressing planning and operational actions for all five phases of emergency management.		
Psychological Resilience	This annex establishes the policies and procedures under which the district will conduct psychological safety operations by addressing planning and operational actions for the preparedness, response and recovery phases of emergency management.		
Reunification	This annex establishes the policies and procedures under which the district will conduct reunification operations for the rejoining of students with their respective parents or guardians after an incident.		
Severe Weather	This annex establishes the policies and procedures under which the district will operate in the event of a severe weather incident by addressing the planning and operational actions for four of the five phases of emergency management: mitigation, preparedness, response, and recovery. Prevention will not be covered in this annex because severe weather hazards are acts of nature and cannot be prevented; however, they can be planned for.		
Training and Exercise	This annex establishes the policies and procedures under which the district will operate to provide training and exercise support for the district. This annex is strictly a policy and guidance document for the district, and therefore, does not address the five phases of emergency management.		
Utilities	This annex establishes the policies and procedures under which the district will respond to potential or actual disruptions in utility services at district facilities by addressing planning and operational actions for the five phases of emergency management.		

Required Training	
Training	Location
Bleeding Control Station Training	https://tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health/healthy-and-safe-school-environment-of-the-coordinated-school-health-model
Cybersecurity Coordinator Annual Training for the District	https://dir.texas.gov/information-security/statewide-cybersecurity-awareness-training
School Based Law Enforcement Training	https://txssc.txstate.edu/events/sble-trainings/tcole-4064
Threat Assessment Team and Safe and Supportive School Team Training	https://txssc.txstate.edu/events/sbta-trainings/
Grief-Informed and Trauma-Informed Care	https://schoolmentalhealthtx.org/best-practices/
Suicide Prevention	https://schoolmentalhealthtx.org/best-practices/

Recommended Training	
Training	Location
Active Threat Annex	https://sslp.txssc.txstate.edu/
Annex and Appendix	
Basic Plan (EOP Development Series)	
Continuity of Operations Plan (COOP) Annex	
Cybersecurity Annex	
Emergency Communications Annex	
Evacuation and Shelter-in-Place Annex	
Facilities Access Management Annex	
Hazard Analysis (EOP Development Series)	
Hazardous Materials Annex	
Multi-hazard Emergency Operations Plan (EOP) Development Series: Introductory	

Multitiered Systems of Support for Safer School Communities	<p>https://sslp.txssc.txstate.edu/</p>
Psychological Resilience Annex	
Reunification Annex	
Safety and Security Agreements	
Severe Weather Annex	
Training and Exercise Annex	
Utilities Annex	
Creating a Communicable Disease Annex (CDA)	

AGENDA

Item for September

SUBJECT:

Consider Board adoption of Resolution 26-01 recognizing October 23-31, 2025, as “Red Ribbon Week” & the month of October as Bullying Prevention Month in Huntsville ISD.

RATIONALE:

Huntsville ISD campuses and departments will recognize and celebrate this designated week of October 23-31, 2025. October is also Bullying Prevention Month.

RECOMMENDATION:

The administration recommends adoption of Resolution 26-01 to increase awareness as well as promote safe school and drug free lifestyles with activities that play an important role in the educational and character development of our students.

CONTACT PERSON:

Christy Cross

Huntsville Independent School District
“Red Ribbon” Week & Bullying Prevention Month
Resolution #26-01

- WHEREAS illegal drugs have been responsible for the loss of the livelihood and the loss of virtually every community in the nation; and
- WHEREAS the cost of fighting the war on drugs in our schools, hospitals and on our streets has grown steadily over the years, far outstripping the ability of local governments to maintain the anti-drug efforts that are needed; and
- WHEREAS local leaders, in government and the community, know that the support of the neighborhoods is the most effective weapon they can have in their efforts to reduce the demand for illegal drugs and drive away the suppliers of those drugs; and
- WHEREAS the National Red Ribbon Campaign has been established by the National Federation of Parents for Drug Free Youth to help create awareness of the drug problems facing every community, to develop parent and community teams to combat illegal drugs, and to promote drug-free lifestyles for America’s youth; this year’s theme is “**Life Is A Puzzle, Solve It Drug Free.**”; and
- WHEREAS October is the month designated as Bullying Prevention Month and the act of “Bullying” among school age students is a very serious problem. Bullying occurs through face-to-face confrontation or Cyberbullying through the use of technology such as computers, cell phones and other electronic devices. Cyberbullying occurs with hurtful and often embarrassing messages via text, emails and online messages.
- WHEREAS Bullying negatively affects the atmosphere of a school and disrupts the learning environment. Bullying is not something educators have to accept. It takes the entire school community to create an inviting school where everyone feels they belong and are safe. Working together, administrators, teachers, school staff, parents, and students can help stop bullying in school. Bullying is less likely to occur when there are strong messages against it.
- WHEREAS October 23-31, 2025, is designated as “Red Ribbon Week” in Huntsville ISD along with the designation of the entire month of October as Bullying Prevention Month; wearing red will focus attention on various comprehensive anti-drug public awareness, prevention and education programs as well as spreading the anti-bullying message along with good character education.

*The Week of October 23-31, 2025, be declared
“Red Ribbon Week” and
The month of October be declared
Bullying Prevention Month
In Huntsville ISD*

All students, staff, parents and the entire Huntsville community are encouraged to wear red throughout that week in support of a drug free America. Resolved this 19th day of September 2025.

Ken Holland, Board President

Tracy Stoudt, Board Vice President

Board of Trustees, Huntsville ISD * 441 FM 2821 East * Huntsville, Texas 77320

AGENDA ITEM *for September*

GOAL: 3 Community Involvement

OBJECTIVE: 3A

SUBJECT: September Board Resolution

RATIONAL: To Celebrate Principals & Assistant Principals

RECOMMENDATION: To Recognize HISD Principals & Assistant Principals

SUBJECT: Consider Board adoption of Resolution 26-02 recognizing October 2025 as “Principals Month” in Huntsville ISD.

RATIONALE: The National Association of Elementary School Principals and the National Association of Secondary School Principals – joined by their state affiliates, the Texas Elementary Principals and Supervisors Association and the Texas Association of Secondary School Principals – have designated the month of October as a time to recognize the contributions of elementary, middle, and high school principals. Designating October 2024 as “Principals Month’ in Texas, recognizes the important role that principals play in ensuring that every child has access to a high-quality education.

RECOMMENDATION: The Administration of Huntsville ISD recommends adoption of Resolution **26-02** to designate October 2024 as “Principals Month” in Huntsville ISD and to recognize our campus Principals and Assistant Principals in order to call attention to the vital role that they play in our public school system, and to thank them for leading our campuses forward, helping our children to succeed while preparing them for the futures they create and “Building Champions”.

CONTACT PERSON: Shannon Hollis, Communications Specialist

Huntsville Independent School District
October 2024 ~ Principals Month
Resolution #26-02

- WHEREAS as our school leaders, principals are entrusted with our most valuable resource – our young next generation of leaders. These students are our promise for the future, and it is critical that they receive a rigorous and well-rounded education; and
- WHEREAS principals are more than just caretakers of their schools. Principals are expected to be educational leaders, disciplinarians, community builders, spokespersons, budget analysts, and guardians of policy mandates and initiatives. Principals set the academic tone for their schools and work collaboratively with teachers to set performance objectives and maintain high curriculum standards; and
- WHEREAS principals across the country have persisted as beacons of light in their communities. Not only have they gone above and beyond to ensure their students’ academic success, they’ve also worked tirelessly to protect the health and safety of every person in their learning communities — often with little or rapidly changing guidance. With every new challenge, they’ve risen to the occasion and led their learning community forward with the bold leadership it deserves because they are the experts in what their students and schools need; and
- WHEREAS the National Association of Elementary School Principals and the National Association of Secondary School Principals – joined by their state affiliates, the Texas Elementary Principals and Supervisors Association and the Texas Association of Secondary School Principals – have designated the month of October as a time to recognize the contributions of elementary, middle and high school principals; and
- WHEREAS the Administration of Huntsville ISD recommends that the month of October 2025, be designated as “Principals Month” in Huntsville ISD to call attention to the vital role that Principals and Assistant Principals play in our public school system, and to thank them for leading our campuses forward, helping our children succeed while preparing them for the futures they create and “Building Champions”.

THEREFORE October 2025 shall be declared “Principals Month” in Huntsville ISD.

Be it resolved this 19th day of September 2025.

Ken Holland, Board President

Tracy Stoudt, Board Vice President

Board of Trustees, Huntsville ISD
441 FM 2821 East
Huntsville, Texas 77320

AGENDA

ITEM

SUBJECT: Consider approval of the Huntsville Hornet Military Marching Band trip as Board-approved activity during the 2025-2026 school year.

RATIONALE:

The Huntsville Hornet Military Marching Band is planning on traveling to Orlando, Florida April 29- May 3, 2026, which involves three (3) regular school days.

RECOMMENDATION:

The administration recommends the Huntsville Hornet Military Marching Band trip be approved as a Board-approved activity which allows students attending to be counted for attendance.

CONTACT PERSON(S):

Scott Sheppard, Ed.D.



★ ★ 1975 - 2025 ★ ★

HUNTSVILLE HORNETS MILITARY MARCHING HS BAND

Especially created for: JOHN GREEN

Orlando DISNEY/UNIVERSAL WORKSHOP

Proposal Submitted: September 9, 2025

AIRFARE and LOCAL CHARTER INCLUDED

SUPER HOLIDAY TOURS will provide the following goods and services to and for each and every member of **HUNTSVILLE HIGH SCHOOL BAND's** traveling party:

- ★ FOUR (4) NIGHTS lodging at the **DELTA MARIOTT LBV**
- ★ Full American Breakfast will be provided at the Hotel each morning
- ★ (1) **TWO Day “ DISNEY STARTER YOUTH”** Park Admission Ticket to the WALT DISNEY WORLD RESORT including MAGIC KINGDOM, and DISNEY’S HOLLYWOOD STUDIOS (This is not a park hopper ticket)
- ★ **(2) \$40 DISNEY DINING CARDS**
- ★ **Visit DISNEY SPRINGS for shopping and exploring**
- ★ **(1) TWO DAY/3 PARK ticket, “UNIVERSAL YOUTH ” PARK TO PARK** Admission Ticket to the UNIVERSAL STUDIOS, ISLANDS of ADVENTURE and EPIC UNIVERSE (This is a park hopper ticket)
- ★ **(2) \$40 Universal dining cards to be used for meals**
- ★ **SOUND DESIGN WORKSHOP** (application pending)
- ★ **\$500 Airfare Credit to be used for roundtrip travel from Houston TX to Orlando FL**
- ★ Roundtrip Charter Transportation while in Orlando, FL
- ★ (1) One ticket holder for each traveler with lanyard

SUPER HOLIDAY TOURS will provide the following additional goods and services to and for the **HUNTSVILLE HIGH SCHOOL BAND:**

- ★ Services of a SUPER HOLIDAY TOURS REPRESENTATIVE while in Orlando
- ★ (3) THREE FREE Director's Packages (Single Occupancy)
- ★ Drivers Rooms

MISSION STATEMENT

We are committed to providing our clients a positive travel experience by dedicating ourselves to the highest quality of service. We will achieve this by listening to our clients' needs and through our attention to detail.



★ ★ 1975 - 2025 ★ ★

HUNTSVILLE HORNETS MILITARY MARCHING HS BAND

Especially created for: JOHN GREEN

Orlando DISNEY/UNIVERSAL WORKSHOP

Proposal Submitted: September 9, 2025

AIRFARE and LOCAL CHARTER INCLUDED

-
- ★ Driver's Gratuity
 - ★ Online Payment System
 - ★ Liability Insurance Coverage
 - ★ Access to Online Registration and Payment System (ORBS)
 - ★ Individual Billing & Online Payment Acceptance for Travelers

YOUR PER PERSON PACKAGE PRICES *(based on 140 paying):*

- ★ Student Quad/Triple: **\$1,828.00**
(2 Queen Beds for 3 or 4 persons in a room)
- ★ Double Chaperone: **\$1,998.00**
(2 Queen Beds for 2 persons in a room)
- ★ Single Chaperone **\$2,288.00**
(1 King Bed for 1 person in a room)

Proposal prices are subject to change based on the final number of participants and actual travel dates.

Payment Schedule and Terms

- **\$200.00 per person deposit DUE BY SEPTEMBER 29, 2025 (\$100 is non refundable)**
- **\$300.00 per person deposit DUE BY OCTOBER 29, 2025**
- **\$300.00 per person deposit DUE BY NOVEMBER 29, 2025**
- **ROOMING LIST DUE BY December 1, 2025**
- **\$300.00 per person deposit DUE BY DECEMBER 29, 2025**
- **\$300.00 per person deposit DUE BY JANUARY 29, 2026**
- **\$300.00 per person deposit DUE BY FEBRUARY 29, 2026**
- **Balance DUE BY MARCH 29, 2026**

Payments may be made with an organization check, cashier's check or money order. Credit card payments may be made with our online web link with MasterCard, Visa, Discover, and American Express. Please note there will be a processing fee added to credit card payments for those groups who elect to not utilize online payment. Trip components will be withheld or canceled pending receipt of any

MISSION STATEMENT

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★ ★ 1975 - 2025 ★ ★

HUNTSVILLE HORNETS MILITARY MARCHING HS BAND

Especially created for: JOHN GREEN

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Proposal Submitted: September 9, 2025

AIRFARE and LOCAL CHARTER INCLUDED

outstanding balance. Late payments may cause auto cancellation of your booking and charges will apply.

Cancellation/Changes

All Cancellations and changes in number of attendees must be made in writing, indicating reason of cancellation, dated and signed by the Group Leader. Upon receipt of written notification of changes in number of attendees (individual cancellations), or entire group cancellation, charges will be applied as follows in addition to the non refundable deposit:

Signing of the contract – September 29, 2025	NO cancellation fee but Non Refundable Fee will be applied
September 30, 2025 – October 29, 2025	\$100 per person cancellation fee
October 30, 2025 – November 29, 2025	\$400 per person cancellation fee
November 30, 2025 – December 29, 2025	\$700 per person cancellation fee
December 30, 2025 – January 29, 2026	\$900 per person cancellation fee
January 30, 2026 – February 28, 2026	\$1,200 per person cancellation fee
March 1, 2026 – March 29, 2026	\$1,500 per person cancellation fee
After March 29, 2026	NO REFUNDS

Please Note: ALL admission tickets are issued as “Non-Refundable and Non-Transferable” by suppliers.

Bulk Payments made by the Group Leader

Any bulk payments made by Group Leaders to Super Holiday Tours will be applied to individual accounts as indicated by group leaders

Refunds on Bulk Payments made by the Group Leader Bulk Payment Refunds

Any payments made to a travelers account from the group leader(s), will be refunded at the group leaders discretion. Whether back to the group/organization or possibly to the traveler(s).

Super Holiday Tours strongly suggest that ALL individuals in groups purchase the optional Travel Protection plan.

TRAVEL PROTECTION

There is no coverage for Trip Cancellation. If interested in the optional **Standard Protection Plan** or **Enhanced Protection Plan with Cancel For Any Reason (CFAR)**, Travelers must make their choice for Travel Protection during their initial Registration.

Travelers have Fourteen (14) days from the date of their initial Deposit Payment to Edit or Cancel their Travel Protection if a Plan has been purchased. After Fourteen (14) days, a Traveler cannot Edit or Cancel their selected Travel Protection Plan. If a Traveler opted-out of purchasing Travel Protection during their initial registration, and it is Fourteen (14) days or less since paying the initial Deposit Payment, a Traveler can select any of the available

MISSION STATEMENT

We are committed to providing our clients a positive travel experience by dedicating ourselves to the highest quality of service. We will achieve this by listening to our clients’ needs and through our attention to detail.



★ ★ 1975 - 2025 ★ ★

HUNTSVILLE HORNETS MILITARY MARCHING HS BAND

Especially created for: JOHN GREEN

Orlando DISNEY/UNIVERSAL WORKSHOP

Proposal Submitted: September 9, 2025

AIRFARE and LOCAL CHARTER INCLUDED

plans. If it is more than Fourteen (14) days since the Traveler paid the initial Deposit Payment, a Traveler can only select the Standard Protection Plan.

For additional information, please contact [Trip Mate, Inc.](http://TripMate.Inc) (in CA and UT dba Trip Mate Insurance Company) 1 (844) 777-6856 ClaimsSupport@TravelClaimsOnline.com. CA License # 0805270.

PHOTO WAIVER

Super Holiday Tours is given all rights to use photos that may be taken of a group or individual by Super Holiday Tours or a representative of Super Holiday Tours during a Super Holiday Tours trip, subject to parent/guardian permission.

CONSUMER DISCLOSURE NOTICE

Please read the Terms & Conditions carefully, as you're signing the contract and/or deposit payment on a trip signifies acceptance of the Terms & Conditions and the general information provided with the proposal. These trips are arranged by V-Cole Enterprises, Inc. dba Super Holiday Tours (hereinafter "SHT"). It has made the travel arrangements as agent for the transportation carriers and other suppliers (SUPS) of services connected with the tour, all of which are independent contractors. SHT in no way owns or operates the vehicles or facilities to be used during the trip, and does not guarantee performance by, or assume responsibility for the acts and/or omissions of SUPS, their employees, agents, etc. All bookings are accepted subject to the conditions imposed by SUPS & SHT, including, but not limited to, the airline, cruise line, rail, coach, hotel, restaurants, insurance & other companies, firms or person concerned with the trip. Super Holiday Tours shall not be responsible for, and shall make no refund for, events beyond its control, such as, without limitation, acts of God, strikes, acts of war, terrorism or civil disturbance, government restrictions, or for acts or omission of persons or companies not controlled by Super Holiday Tours, such as, without limitation air carriers, bus companies, railways and hotels, or for elements of the package not used by the customer. Super Holiday Tours and its officers, employees, and agents are hereby released from all claims arising out of such events, acts, or omissions. If there is a difference between SHT conditions and those published by a SUP, the conditions of SUP shall apply. The Group accepts responsibility for all property or monetary damages caused by its members to the hotels, Bus Company, or other property. The Group will assume all risks of personal injury which may be suffered, incurred or caused during the trip and hereby releases SHT and its officers, employees and agents from all claims arising out of loss or injury, except for loss or injury caused by gross negligence or misconduct of SHT. Price quoted is per person quad occupancy, unless noted otherwise, and the price is subject to adjustment if the number of participants varies significantly from the estimated number. Upon prior written notification to the group, SHT reserves the right to cancel a trip, change the itinerary or adjust rates whenever in its sole judgment conditions warrant, or if SHT deems it necessary for your comfort, convenience or safety. SHT reserves the right to correct an error in the advertised price prior to your departure. Trips outside the USA require a valid U.S. passport or other acceptable forms of citizenship proof. You are responsible for and release SHT from passport, visa, vaccination requirements and safety

MISSION STATEMENT

We are committed to providing our clients a positive travel experience by dedicating ourselves to the highest quality of service. We will achieve this by listening to our clients' needs and through our attention to detail.



★ ★ 1975 - 2025 ★ ★

HUNTSVILLE HORNETS MILITARY MARCHING HS BAND

Epecially created for: JOHN GREEN

Orlando DISNEY/UNIVERSAL WORKSHOP

Proposal Submitted: September 9, 2025

AIRFARE and LOCAL CHARTER INCLUDED

conditions in travel destinations. SHT strongly suggests you purchase the optional Travel Protection Plan for the trip. For medical info., call Public Health at 301/443-2403, and for travel advisories State Dept. at 202/647-5225. A contract is made when your reservation and receipt of initial payment are accepted by SHT in SHT home office in Orlando, Florida and any disputes shall be governed by Georgia law and are subject to exclusive jurisdiction in Cobb County, GA. SHT is registered with the State of Florida as a Seller of Travel, Registration no. 13558. In calculating the cost of your trip, SHT has relied on your consent to these terms and in the absence of this release, the trip cost would have been higher. SHT phone 407/851-0060, fax 407/851-0071.

The undersigned representative of Group has authority to enter into this contract and has read and understands this contract and Group accepts the terms and conditions as written. The undersigned representative of Group takes full responsibility in communicating this information to students, parents, and other members of the Group, and understands that the Group's participation in a tour provided by Super Holiday Tours may be jeopardized if he/she fails to do so.

GROUP

School: _____

Director: _____

Date: _____

Signature: _____

SUPER HOLIDAY TOURS

Name: _____

Date: _____

Signature: _____

SUPER HOLIDAY TOURS is registered with the STATE OF FLORIDA as a Seller of Travel. Registration No. 13558.

Working Itinerary

4/29 WED Depart Houston Arrive Orlando Drop at Universal EPIC Lunch /dinner with dining card 9pm Head to bus parking 9:30 Depart for hotel/check in

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4/30 THUR 6:30a Breakfast 7:30 Depart for Universal Backstage 8am Arrive Universal Backstage 8:30 Workshop begins
10:30a Workshop ends 11am Enter Universal/Islands Lunch / dinner with \$50 dinging card 9pm Meet at Bubba Gumps
9:30 Hotel

5/1 FRI 7am Breakfast 8am Load bus and depart for HOLLYWOOD STUDIOS 8:30 Enter Park Lunch /dinner with
dining card 9pm Head to bus parking 9:30 Depart for hotel

5/2 SAT 7am Breakfast 8am Load bus and depart for MAGIC KINGDOM 8:30 Enter Park Lunch /dinner with dining card
10pm Head to bus parking 10:45p Depart for hotel

5/3 SUN 9am Breakfast /Load bus 10am depart for Disney Springs Lunch on own 2pm Depart for airport 5pm Flight
departs 6:05p Arrives in Houston

MISSION STATEMENT

We are committed to providing our clients a positive travel experience by dedicating ourselves to the highest quality of service. We will achieve this by listening to our clients' needs and through our attention to detail.

AGENDA

ITEM

GOAL: 1

SUBJECT:

Consider approval of the Memorandum of Understanding (MOU) for Dual Course credit between the University of Texas OnRamps and Huntsville High School.

RATIONALE:

Continue with the number of dual credit coursework opportunities for students of Huntsville High School with the University of Texas OnRamps

RECOMMENDATION:

The administration recommends the Board approve the Memorandum of Understanding (MOU) for Dual Course credit between the University of Texas OnRamps and Huntsville High School.

CONTACT PERSON(S):

Joshua Campbell
Dr. Jamey R. Johnson
Robert Gilbert

**Interlocal Agreement
Between
The University of Texas at Austin
and
Huntsville ISD**

FOR THE 2025-2026 ONRAMPS PROGRAM

This Interlocal Agreement (Agreement) with an Effective Date of June 1, 2025, is entered on the Effective Date by and between Contracting Parties on pursuant to the authority granted in and in compliance with Chapter 791 of the Texas Government Code.

Contracting Parties:

Receiving Party: Huntsville ISD (“HISD”)
441 FM 2821 East
Huntsville, TX 77320

Performing Party: The University of Texas at Austin (“UT Austin”)
OnRamps
2616 Wichita St, Ste 101
Austin, TX 78712

WHEREAS, UT Austin and HISD are collaborating to offer high school students the opportunity to enroll in college courses while attending high school and simultaneously receive academic credits from UT Austin and their HISD high school(s).

WHEREAS, students will be able to participate in dual enrollment, distance education courses called OnRamps.

NOW THEREFORE, in consideration of the mutual promises herein contained, the Parties agree as follows:

1. Interlocal

The Texas Interlocal Cooperation Act, Government Code, §791.001, *et seq.* allows local governments and institutions of higher learning to contract with each other for governmental functions and services, including all or part of a function in which the Parties are mutually interested. This Agreement constitutes an “interlocal contract” within the meaning of and as authorized by the Texas Interlocal Cooperation Act. The purpose of the Agreement is to provide “governmental functions or services,” as therein defined. Each party represents it has authority to enter into the Agreement and does so by action of its governing body. To the extent any party pays for the performance of governmental functions or services, the party will make those payments from current revenues available to that party.

2. Nature of OnRamps

UT Austin and HISD enter into this Agreement to implement OnRamps by offering distance college courses through a dual-enrollment model, as well as high school teacher training and professional learning. OnRamps offers high school students the opportunity to earn high school credits from HISD and college credits from UT Austin through a distance education college course.

HISD and UT Austin will share the responsibility to implement OnRamps. By entering into this Agreement for the delivery of distance college courses, HISD becomes an active participant in ensuring the effectiveness and quality of the implementation of OnRamps at HISD.

3. Fees and Payments

Enrollment Fees:

The cost of the OnRamps course materials, technical support and course implementation support outlined in this Agreement for HISD will be defined on a per-student, per-course basis. The maximum 2025-2026 fee is \$58.52 per credit hour, or \$175.56 for each three-hour course, per student.

HISD is paying a subsidized rate. Subject to available funding, during the 2025-2026 school year, the fee of \$175.56 per three-hour course per student is subsidized to \$149. Enrollment cost subsidies are paid for by OnRamps and applicable state appropriations. Private, parochial, and out-of-state schools are not eligible for the subsidized rate.

UT Austin may opt into the Financial Aid for Swift Transfer program annually which allows eligible students to enroll in OnRamps courses at no cost. UT Austin will determine opt in status annually in accordance with rules stated by Texas Higher Education Coordinating Board.

The OnRamps enrollment fee is assessed for each student registered in each OnRamps course on the enrollment census date which will be determined and communicated on or before June 1, 2025, including FAST opt-in status. The enrollment fee includes access to course materials, technology tools, and credit eligibility evaluation. Refunds will not be given at the end of a course for any reason, including if a student does not earn or accept college credit in the course.

Professional Learning and Development (PLD) Fee:

The cost of OnRamps professional learning and development will be assessed on a per-teacher basis according to the fee schedule in Exhibit C. This fee includes professional learning and development services, course materials, technology tools, and technical assistance required for implementation during the entire term of this agreement, including Summer Professional Learning Institute (PLI), academic year PLIs, virtual conferences, virtual learning modules, virtual communities of practice, professional development assignments, and access to individual virtual coaching. If HISD or the HISD high school teacher joins after the conclusion of Summer PLI, the total fee is still required based upon the status of the teacher at student census.

The Professional Learning and Development fee does not include lodging, transportation, or teacher substitute cost. If a PLI is held in person, a lodging fee may be charged in addition to the PLD fee.

HISD is responsible for paying within 30 days of receipt of any undisputed invoice.

All checks should be made payable to The University of Texas at Austin. Payments should be mailed and/or delivered to:

The University of Texas at Austin
OnRamps
2616 Wichita St, Ste 101
Mail Code: A7300
Austin, TX 78712

4. Scope of Work and Responsibilities

Responsibilities to implement OnRamps dual enrollment courses will be shared by HISD and OnRamps. HISD is an active participant in ensuring the effectiveness and quality of OnRamps implementation at its facilities. The Parties agree to provide the following, collectively referred to as the “Services.”

4.1 Responsibilities of OnRamps

Enrollment and Records

- A. Provide an online registration process for high school students to enroll in OnRamps courses (as listed in Exhibit A fully incorporated by this reference) through the OnRamps student information system (OnRamps Portal).
- B. Maintain, as part of routine educational effectiveness evaluation at UT Austin, OnRamps student educational records, including registration, enrollment, orientation, and course evaluation data for purposes of administration, implementation, and improvement, including official reporting to UT Austin and HISD. OnRamps engages in additional data sharing with UT Austin departments as defined in the data sharing agreement between Parties, attached and incorporated herein.
- C. Record grades on UT Austin transcripts for students who earn and accept college credit for the distance college course.
- D. Support documentation of distance college course credit, including enrollment and non-enrollment confirmation letters and assistance in securing official transcripts.

Curriculum and Instruction

- E. Provide UT Austin faculty and academic staff to develop and define college-level course materials and curriculum and assume oversight of distance college courses.
- F. Deliver instructional materials via distance education. All college course-related materials will be available to the student through unique login in Canvas Learning Management System (Canvas LMS).

- G. Administer OnRamps distance college courses via a dual enrollment model. UT Austin faculty and academic course staff ensure comparability of distance college courses to campus-based courses and are approved by UT Austin Department Chairs and supported by Deans. All OnRamps students register for semester- or year-long courses.
 - a. Semester-long and year-long course college enrollment information
 - i. Students must complete a series of required assignments and summative assessments as published in the college syllabus that are designed, designated, and evaluated by UT Austin faculty and college Instructors of Record to earn college credit.
 - ii. Students must earn a passing grade (D- or above) on the designated portion of the course determined by the UT Austin Instructor of Record to earn college credit in the OnRamps distance college course.
 - iii. Students who earn a passing grade (D- or above) in the college course may accept or decline their college credit.
 - iv. College credits earned and accepted by students are reported to the University Registrar for official transcription.
 - v. Students who accept college credit will have an official UT Austin academic record and eligibility to order a transcript showing the letter grade earned in the course.
- H. Provide technology and support services necessary for teaching and learning in OnRamps:
 - a. Maintain servers operated by or hosted on OnRamps's web-based Canvas LMS.
 - b. Provide access and training on the Canvas LMS for every OnRamps student to access course content and instructional experiences.
 - c. Provide online and phone-based technical support to OnRamps teachers, students, and UT Austin faculty using the curriculum when that support is not provided through Canvas LMS.
 - d. Provide access to teleconference functions in Canvas LMS or other commensurate distance technology with consultants available to students for writing consultation related to distance college course writing assignments in Rhetoric courses.
 - e. Provide a student orientation module in Canvas LMS for all OnRamps courses that details OnRamps enrollment, student academic integrity, and FERPA rights.
 - f. Provide information in the OnRamps Portal or through email notifications related to distance college course enrollment activities, including registration, credit status, and official transcript requests.
 - g. Provide information on procedures for submitting and resolving complaints, grade appeals, information requests, and other inquiries related to participation in OnRamps.
 - h. Provide students appropriate access to academic advising and counseling resources and supports.

Professional Development and Support

- I. Deliver professional learning to HISD teachers who implement the OnRamps course. Teachers implementing an OnRamps course are required to participate in

and complete all OnRamps professional learning and development program components.

- a. 2025 Summer PLI will be delivered by OnRamps using distance education and virtual learning technologies. Summer PLI is required for all OnRamps high school teachers.
 - b. Academic year PLIs will consist of two one-day PLIs for new and returning participating teachers delivered virtually during the fall and spring semesters. HISD teachers are required to participate in and fully complete the one-day workshop during each semester in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year.
 - c. Virtual conferences for implementing HISD new and returning teachers held up to eight times per year.
 - d. HISD teacher participants will be credited with continuing professional education hours for the hours of documented attendance.
- J. Deliver professional learning and development opportunities specific to administrative and counselor roles and functions to HISD and its administration and high school counselors.
- K. Deliver in-person or virtual presentations and/or workshops to HISD staff and community members regarding the OnRamps program overview, implementation, and strategies for success based on advance scheduling and availability of OnRamps staff.
- L. OnRamps will hire and assign a qualified course coordinator for each course offered. The coordinator will serve as the content expert and point of contact and support for the high school teacher.
- M. Provide ongoing, one-on-one feedback and guidance to the high school teacher.
- N. Provide virtual coaching access to each OnRamps high school teacher to support course implementation and enhance their professional practice.

Institutional Effectiveness

- O. Provide feedback regarding course implementation to UT Austin faculty and academic staff, as well as HISD high school teachers and administrators. OnRamps will provide updates through regularly identified reporting schedules to the identified HISD Main Contact and, as needed, regarding the status of OnRamps course and professional learning and development implementation, based on regular review of data, including communication with the OnRamps HISD high school teacher(s) and student performance and engagement data.
- a. OnRamps staff will inform HISD administration of any serious concerns regarding HISD or campus implementation of the OnRamps course pertaining to quality and fidelity. If HISD implementation of the OnRamps course is deemed unsatisfactory, OnRamps reserves the right to deny the opportunity to offer the OnRamps course in the future or to require a replacement high school teacher.
 - b. A HISD high school teacher deemed by OnRamps to be unsatisfactorily implementing the course will be given the opportunity to bring course implementation into alignment with OnRamps expectations and be provided individual coaching and support as available through the course staff, OnRamps

PLIs, a virtual community of practice, and ongoing communication. Should the high school teacher's implementation of OnRamps continue to be unsatisfactory or without improvement in OnRamps' sole discretion, OnRamps will notify HISD, who will use its best efforts to identify an alternate high school teacher, and HISD will work with OnRamps to continue implementation of the course with the alternate high school teacher. OnRamps reserves the right to deny any unsatisfactorily performing teacher the opportunity to offer the course in the future.

- c. Should OnRamps deem an OnRamps HISD high school teacher as not compatible with or not in the best interest of the OnRamps in OnRamps' sole discretion, OnRamps will notify HISD who will work with OnRamps to continue the course through an alternate teacher.
- d. Any person performing Services under this Agreement on behalf of OnRamps must be actively employed or eligible for employment by UT Austin and may not be on administrative or medical leave. UT Austin must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If UT Austin becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, a representative of OnRamps must inform the HISD district contact.

Extended Student Absences [subject to HISD policies]

- P. In a case where a student is removed from their home campus and assigned to an alternative campus the HISD point of contact, campus principal and/or the high school teacher of the campus must notify the OnRamps Associate Director for Partnerships, or the OnRamps help desk known as "OnRamps Support". Information needs to include the length of the placement to determine if the student will continue in the enrolled OnRamps course. If the alternative placement is longer than seven (7) school days, then the following is required:
 - a. The administrator, OnRamps HISD high school teacher, and OnRamps course staff will work together to determine if the student has the opportunity to continue the course at the alternative campus. If determined the student will not have the appropriate instruction and access to the course, the student will be dropped from the OnRamps course.
 - i. If this occurs prior to the identified course census date, then the HISD will not be invoiced for this student.
 - ii. If the student is enrolled in a year-long OnRamps course, the student will be dropped from the OnRamps course, the Canvas LMS system, and a schedule change will be made for the student's high school schedule. If the student is enrolled in Economics, Government, History, or Rhetoric, the student will be dropped from the course for the semester in which the student is taking the course (fall or spring). If the student is taking Economics, Government, History, or Rhetoric in the fall semester, the student will have the opportunity to enroll in Economics, Government, History or Rhetoric in the spring semester, if the student returns to the home campus in time for

registration at the beginning of spring instruction and the course is offered on the home campus.

- Q. In a case where a student is hospitalized or removed from instruction or the school setting for longer periods due to illness, accident, or other circumstance, the HISD point of contact, campus principal and/or the high school instructor must notify the OnRamps Associate Director of Partnerships or OnRamps Support immediately to determine if eligibility for enrollment may continue, which decision will be made by OnRamps in its sole discretion.

4.2 Responsibilities of HISD [subject to HISD policies and applicable law]

- A. Implement one or more OnRamps courses.
- a. Assign a(n) HISD contact responsible for overseeing implementation of OnRamps high school course(s) and participating in meetings designated for HISD administration with OnRamps staff.
 - i. This HISD contact will provide up-to-date contact information for HISD and its campus administration. In the event there is a change in administration at HISD or at its campuses, the HISD contact will update the OnRamps Portal.
 - ii. This HISD contact will communicate registration timelines for campus administration and ensure required professional learning for a campus counselor focused on advising students and monitoring aspects of the implementation of OnRamps respective to their role.
 - b. OnRamps syllabi and course content may not be used to satisfy the requirements for third party evaluation, including AP curriculum.
 - c. In the case of Introduction to Rhetoric: Reading, Writing and Research and Reading and Writing the Rhetoric of American Identities, the UT Austin Department of Rhetoric and Writing:
 - i. Prohibits the OnRamps courses from being offered as an AP English course.
 - ii. Requires a cap of 25 students per section with a limit of two (2) sections per teacher for a maximum of 50 students. Alternatively, a teacher may have 60 students distributed in three (3) or more sections. With approval, the cap of 60 students may be exceeded in exceptional circumstances at OnRamps' sole discretion.
- B. Recruit high school teacher(s) with appropriate qualifications to teach the OnRamps course(s), consistent with HISD policies.
- a. Minimum requirements for all OnRamps HISD high school teachers include:
 - i. One (1) or more years of teaching experience in the relevant course or a higher-level course (e.g. calculus for pre-calculus).
 - ii. Completed annual OnRamps teacher application.
 - iii. Obtain a UT EID in order to access Canvas LMS, the OnRamps Portal, and other systems required for implementation of OnRamps. OnRamps will provide the designated OnRamps teacher privileged access to student information and other systems through the UT EID. OnRamps may suspend, terminate, or revoke OnRamps teacher access to its systems through the EID affiliation at OnRamps' sole discretion. The EID affiliation with OnRamps

will be revoked if this agreement is terminated or if an OnRamps HISD high school teacher can no longer complete the course.

- iv. Successful completion of required tasks before the start of Summer PLI, including, but not limited to, completion of FERPA training module provided by OnRamps. Tasks will be determined and shared by the OnRamps professional learning and development staff in advance of Summer PLI. HISD high school teachers approved on a conditional basis may be required to complete additional tasks. Any high school teacher who does not complete the required self-directed or Summer PLI tasks may not be eligible to implement an OnRamps course. The decision to admit or deny such teacher and any accompanying conditions will be determined by the Director of Instructional Innovation and Implementation and Executive Director at their discretion.
 - v. Attendance and successful completion of Summer PLI, all required academic year PLIs, monthly virtual conferences or virtual learning modules, and professional development assignments.
 - 1. OnRamps HISD high school teachers must participate in the entire Summer PLI and complete all assigned work including pre-, during, and post-PLI.
 - 2. HISD teachers are required to participate in and fully complete both academic year PLIs in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year. Each Fall and Spring PLI will provide six hours of continuing professional education hours, not to exceed eight hours.
 - 3. Completion of the minimum requirements and number of virtual coaching uploads over the course of the academic year as described in the Instructor Handbook is required.
 - 4. Instructors teaching spring only courses will have a one-hour virtual learning event held in December to reinforce learning from the summer.
 - vi. Review communication from OnRamps course staff in weekly newsletters and respond accordingly to routine requests.
 - vii. Adhere to guidelines regarding OnRamps course content intellectual property. HISD is responsible for informing teachers that they do not have a license to use any OnRamps provided materials outside of the scope of this agreement.
 - viii. Deliver OnRamps instructional materials through the OnRamps instance of Canvas LMS or designated platforms as specified in the OnRamps Technology Manual.
- b. Additional requirements for OnRamps returning HISD teachers include:
- i. Successful implementation of OnRamps course during the previous academic year according to requirements under section D below.
- C. Ensure OnRamps HISD high school teachers and students have the necessary resources to implement OnRamps with fidelity, including, but not limited to:
- a. Access to the OnRamps Portal and Canvas LMS. Participating HISD campuses will work with the OnRamps support team to ensure their campus and students can fully access the OnRamps Portal and Canvas LMS.

- b. Access to computer, internet, and URLs in approved allow lists, as specified by OnRamps, and adhere to requirements outlined in the most recent OnRamps Technology Manual.
 - c. Scheduled access to technology that meets the specifications defined by OnRamps for each course. This includes regular in-class and out-of-class, one-to-one (1:1) access to computers and the internet to view materials and complete and submit assignments, quizzes, tests, and exams, and the following technology for specific course implementation (as applicable).
 - d. Graphing calculators or graphing calculator functions as specified in the most recent OnRamps Technology Manual.
 - e. Audio/visual projection and/or whiteboard.
 - f. Copy/scanning services to duplicate some course materials and distribute to students in the OnRamps course and upload assignments.
 - g. Required lab materials for BIO 106M, CH 104M, CH 104N, GEO 302E, and PHY 102M.
 - h. The Biology and Chemistry course(s) must be offered in a lab setting that meets the Texas Education Agency standard with minimal viable components including an eyewash station, vent hood, and equipment required for student implementation of the lab course including use and disposal of the required chemical list.
- D. Ensure OnRamps HISD high school teachers implement OnRamps with fidelity, including the following requirements:
- a. Adhere to Texas Administrative and Education Code, including the Educators' Code of Ethics (19 TAC Chapter 247).
 - b. Ensure students complete the OnRamps registration process and student orientation, including creating a UT EID, and creating a profile and registering in the OnRamps Portal, within the first three weeks of school.
 - c. Administer and facilitate OnRamps-required assignments and assessments without alteration through the OnRamps instance of Canvas LMS.
 - d. Use Canvas LMS to assign and grade high school work as specified by OnRamps course staff.
 - e. Participate in professional learning and development activities, including Summer PLI, academic year PLIs, video conferences, virtual learning modules, virtual communities of practices and uploads of classroom video, and ongoing opportunities during each semester in which they teach the OnRamps course. To facilitate teacher participation in the academic year PLIs, HISD agrees to pay the cost of substitute teachers for the days the teacher will attend the academic year PLIs.
 - f. Maintain regular communication via email, phone, video web conferencing, etc. with OnRamps course coordinator and other staff regarding the success and challenges of implementation, responding in a timely manner to requests for information, including turning in any requested documentation to evaluate student progress or success by specified deadlines.
 - g. Notify OnRamps of HISD high school teacher absences of five or more consecutive class days or of teacher resignations using the provided form in the case when the teacher cannot self-report.

- E. Ensure students register for OnRamps courses to meet OnRamps requirements, including:
 - a. Recruit and approve students to participate in OnRamps courses.
 - b. Ensure students enrolled in OnRamps meet the minimum academic requirements for each course as shown in Exhibit A.
 - c. Ensure students complete the OnRamps registration process and student orientation, which includes creating a UT EID, and creating a profile and registering in the OnRamps Portal, within the first three weeks of school.
 - d. The student and, if the student is under 18 years of age at the time of registration, the student's parent or guardian shall acknowledge and consent the student is enrolling in a college course with the opportunity to earn college credit.
- F. Ensure accuracy of OnRamps student information, including:
 - a. Ensure student rosters accurately reflect students enrolled in OnRamps courses on the OnRamps census dates in fall and spring.
 - b. Submit student state IDs in accordance with communicated timeline.
 - c. Submit high school grades in accordance with the data sharing agreement schedule.
- G. Any person performing Services under this Agreement on behalf of HISD must be actively employed or eligible for employment by HISD and may not be on administrative leave. HISD must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If HISD becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, the district contact, who oversees the OnRamps program, must inform OnRamps within 24 business hours.

5. Summer PLI Teacher Registration and Attendance

- A. HISD high school teachers are required to register for Summer PLI **two weeks prior** to the start of the selected synchronous Summer PLI session. Late registration will be accommodated at the discretion of the Associate Director of Instructional Innovation and Implementation or Executive Director.
- B. New OnRamps HISD high school teachers must complete all components of Summer PLI including prerequisite self-directed modules, synchronous sessions, and compliance modules. New OnRamps high school teachers are defined as those who are implementing an OnRamps course for the first time or for the first time after more than one year of absence.
 - a. The HISD teacher assigned to the course **must** successfully complete the New Instructor Summer PLI experience at least once, in its entirety, before implementing an OnRamps course for the first time. If the teacher continues to offer the course in subsequent years, they are required to attend the Returning Instructor Summer PLI for each subsequent year they implement that course. If a teacher is assigned to implement a new OnRamps course in addition to their current OnRamps course, the instructor must complete the New Instructor Summer PLI for the new course.
- C. Cancellation policy:

- a. If a high school teacher registers for Summer PLI and is unable to attend, the teacher must communicate this change to the OnRamps Professional Learning and Development team via OnRamps Support in writing at least one week prior to the start of Summer PLI. The district contact may coordinate with OnRamps to identify an appropriate replacement. Fees will be assessed based on teachers who complete Summer PLI.
- b. Teachers who miss more than 20% of Summer PLI may still be eligible to teach the OnRamps course upon completion of an alternate plan developed by OnRamps staff.
- D. If a high school teacher attends Summer PLI, and the course for which the teacher is trained is not offered for the school year, HISD will be:
 - a. Charged the full fee based on whether they are new or returning for Summer PLI.
 - b. All materials provided to HISD for the course must be returned to OnRamps within 30 days.

6. Educational Records and Data Sharing

- A. HISD and OnRamps create, maintain, and manage their own educational records for students and teachers. OnRamps maintains all educational records created as a result of OnRamps consistent with FERPA, as well as applicable UT Austin policy defined in Chapter 9 of the General Catalog of UT Austin, subchapter 9-100 through 9-400, and any applicable law. In order to provide OnRamps and related services to HISD and for HISD's accountability reporting purposes, OnRamps requires specific student information from HISD. All such records are provided the same security as those outlined in this section 6.C, section 7, and the Data Sharing Agreement, and will not be sold or shared with external sources except as allowed by law. See Exhibit B Data Sharing Agreement which sets terms and conditions for the exchange by the Parties of data needed to support OnRamps.
- B. Following UT Austin's Institutional Review Board standards and policy, as applicable, OnRamps may obtain and maintain data and/or feedback about student and teacher experiences with OnRamps for the purpose of understanding outcomes and OnRamps improvements.
- C. For legitimate educational interests, OnRamps will facilitate the exchange of information among institutions, OnRamps high school teachers, OnRamps faculty and staff, and HISD contacts 1) pertaining to students' progress toward the opportunity to earn college credit; 2) to verify student accommodations under IDEA and/or Section 504; 3) to facilitate early intervention and support student success; 4) pertaining to whether college credit is earned, accepted, and/or declined; 5) to facilitate accurate recordkeeping; and 6) to address academic integrity issues. If either party obtains access to HISD and/or UT Austin records or record systems protected under FERPA, each party agrees to adhere to the provisions of FERPA. While in possession of FERPA records and data, only persons authorized to access the student data related to OnRamps will be granted access consistent with FERPA.

7. Governmental Function, Immunity, Record Protection, and Criminal History

The Parties agree that the performance of this Agreement is for the purpose of performing governmental functions and that, in all things related to this Agreement, Parties are performing governmental functions as defined by the Texas Interlocal Cooperation Act.

Nothing herein or in the performance of this Agreement shall be construed as a waiver of sovereign/governmental immunity or similar rights. Parties agree that neither party waives any immunity or defense that would otherwise be available to it pursuant to the Texas Tort Claims Act or other applicable statutes, laws, rules or regulations against claims arising from the exercise of its powers or functions. No provision of this Agreement that imposes an obligation or restriction on HISD or UT Austin not otherwise permitted by applicable law shall be enforceable. Records relating to this Agreement may be subject to disclosure pursuant to the Texas Public Information Act, Section 552.001 et. seq. of the Texas Government Code.

Each party agrees that if it received information or records concerning any student, it shall not disclose the same except as permitted by the Family Educational Rights and Privacy Act a/k/a FERPA (20 U.S.C. 1232(g)). FERPA is specifically referenced in the Texas Public Information Act as an exception to records that are subject to disclosure to the public (Texas Government Code 552.001 et seq.).

8. Indemnity

The Parties expressly agree that, except as provided herein, no party shall have the right to seek indemnification or contribution from the other party for any losses, costs, expenses, or damages directly or indirectly arising, in whole or part, from this Agreement.

9. Term and Termination

This Agreement is effective on June 1, 2025, no matter the date fully executed by both Parties and covers a period beginning June 1, 2025 and ending August 31, 2026. This Agreement cannot be renewed or extended.

Either party may, without penalty, terminate this Agreement at the end of any budget period of such party during the term if funds required to fulfill this Agreement have not been appropriated, and with written notice to the other party. Such notice shall be effective thirty (30) calendar days from the date of receipt.

Either party may terminate this Agreement without cause upon thirty (30) days' advance written notice of termination to the other party. HISD agrees any amounts owed for Services rendered through the termination date and properly invoiced will be promptly paid upon notice of termination and in accordance with the provisions of Chapter 2251, Texas Government Code.

10. Ownership of Intellectual Property

UT Austin and OnRamps shall solely own all intellectual property rights in or relating to OnRamps, including all written materials, study guides, course materials, syllabi, and assessments prepared under OnRamps ("Materials"). Intellectual property rights means any rights or titles to inventions, discoveries, concepts, methods, processes, data, trade secrets, branding, trademarks, copyrights, computer programs and related documentation, or works of authorship fixed in a medium of expression of any kind whether or not patentable, copyrightable, or eligible for registration as a trademark, as well as applications for any such rights. There are no implied licenses; HISD agrees and understands that it may not copy,

modify, share, distribute, or display any Materials without the prior written permission of UT Austin and OnRamps.

11. Contractual Relationship

Nothing contained herein shall be construed as creating an employer/employee relationship, a partnership, a joint venture or joint obligations between the Parties. Each party retains the right to conduct its business as it sees fit. The Parties shall, at all times, be deemed independent contractors/entities.

12. Notice to Parties

Except as otherwise provided by this Section, notices, consents, approvals, demands, requests or other communications provided or permitted under this Agreement, will be in writing and will be sent via certified mail, hand delivery, overnight courier, facsimile transmission (to the extent a facsimile number is set forth below), or email (to the extent an email address is set forth below) as provided below, and notice will be deemed given 1) if delivered by certified mail, when deposited, postage prepaid, in the United States mail, or 2) if delivered by hand, overnight courier, facsimile (to the extent a facsimile number is set forth below) or email (to the extent an email address is set forth below), when received:

HISD at:

Huntsville ISD
441 FM 2821 East
Huntsville, TX 77320

UT Austin at:

The University of Texas at Austin
Business Contracts Office
1616 Guadalupe St, Ste 3.304
Mail Code D9900
Austin, TX 78701
Attn: Business Contracts Administrator

With a copy to:

OnRamps
2616 Wichita St, Ste 101
Mail Code: A7300
Austin, TX 78712
Email: sp.contracts@austin.utexas.edu

or such other address as later provided by a party through written notice to the other party.

13. Venue; Governing Law

This Agreement, all of its terms and conditions, all rights and obligations of the Parties, and all claims arising out of or relating to this Agreement, will be construed, interpreted and applied in accordance with, governed by and enforced under, the laws of the State of Texas.

14. Mutual Negotiation

This Agreement has been prepared at the joint request, direction, and construction of the Parties, at arms' length, and shall be construed without favor to any party.

15. Amendment and Assignment

Any changes to this Agreement may only be made by mutual written agreement of the Parties. This Agreement may not be assigned by either party without the express written consent of the other party. Any attempt to assign without such consent shall be void, and shall be deemed a material breach of this Agreement.

16. Entire Agreement; Modifications

This Agreement supersedes all prior agreements, written or oral, between Performing Party and Receiving Party and will constitute the entire agreement and understanding between the parties with respect to its subject matter. This Agreement and each of its provisions will be binding on the parties, and may not be waived, modified, amended or altered, except by a writing signed by Receiving Party and Performing Party.

17. State Auditor's Office

Contracting Parties understand acceptance of funds under this Agreement constitutes acceptance of authority of the Texas State Auditor's Office or any successor agency (Auditor), to conduct an audit or investigation in connection with those funds (ref. Sections 51.9335(c), 73.115(c) and 74.008(c), Education Code). Contracting Parties agree to cooperate with Auditor in the conduct of the audit or investigation, including providing all records requested. Contracting Parties will include this provision in all contracts with permitted subcontractors.

18. Severability

If any one or more of the provisions of this Agreement will for any reason be held to be invalid, illegal, or unenforceable in any respect, that invalidity, illegality or unenforceability will not affect any other provision, and this Agreement will be construed as if the invalid, illegal, or unenforceable provisions had never been included.

19. Survival

A party shall remain obligated to the other party under all clauses of this Agreement that expressly or by their nature extend beyond the expiration or termination of this Agreement.

20. Cybersecurity Training Program

During the term and any renewal of this Agreement, each party shall comply with Texas Government Code Chapter 2054 concerning cybersecurity for state agencies and local government, and to the extent applicable verify compliance to the other party.

21. Access by Individuals with Disabilities

Performing Party represents and warrants (**EIR Accessibility Warranty**) the electronic and information resources and all associated information, documentation, and support Performing Party provides to Receiving Party under this Agreement (**EIRs**) comply with applicable requirements set forth in [1 TAC Chapter 213](#) and [1 TAC Section 206.70](#) (ref. [Subchapter M](#),

[Chapter 2054, Texas Government Code](#)). To the extent Performing Party becomes aware the EIRs, or any portion thereof, do not comply with the EIR Accessibility Warranty, then Performing Party represents and warrants it will, at no cost to Receiving Party, either 1) perform all necessary remediation to make EIRs satisfy the EIR Accessibility Warranty or 2) replace the EIRs with new EIRs that satisfy the EIR Accessibility Warranty. If Performing Party is unable to do so, Receiving Party may terminate this Agreement and, within thirty (30) days after termination, Performing Party will refund to Receiving Party all amounts Receiving Party paid under this Agreement.

Performing Party will provide all assistance and cooperation necessary for the performance of accessibility testing conducted by Receiving Party or Receiving Party's third party testing resources as required by [1 TAC Section 213.38\(g\)](#).

22. Payment of Debt or Delinquency to the State

Pursuant to [Sections 2107.008](#) and [2252.903](#), *Government Code*, any payments owing to Performing Party under this Agreement may be applied directly toward any debt or delinquency Performing Party owes the State of Texas or any agency of the State of Texas, regardless of when it arises, until paid in full.

23. Signatory Representations

Receiving Party represents and warrants that it has all necessary power and has received all necessary approvals to execute and deliver this Agreement, and the individual executing this Agreement on behalf of Receiving Party has been duly authorized to act for and bind Receiving Party.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as shown below.

Receiving Party
Huntsville ISD

Performing Party
The University of Texas at Austin

Signature: _____

Signature: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Exhibit A
OnRamps Courses

OnRamps Course	UT Austin Course Code(s)	Credit Hours	Texas Core Curriculum Code	TCCNS Equivalency	High School Prerequisite	Crosswalked Courses (H.S. Course Code)
Foundations of Arts and Entertainment Technologies	AET 304	3	050	N/A	Graphic Design recommended	Audio/Video Production II (13008600)
Introductory Biology I + Lab for Introduction to Biology I	BIO 311C BIO 106M	3 lecture 1 lab	030	BIOL 1306 BIOL 1106	Biology + Chemistry	Scientific Research and Design I, II or III (13037200, 13037210, or 13037220)
Principles of Chemistry I (Lecture) + Introduction to Chemical Practices I (Lab)	CH 301 CH 104M	3 lecture 1 lab	030	CHEM 1311 CHEM 1111	Algebra I	Chemistry (03040000)
Principles of Chemistry II (Lecture)+ Introduction to Chemical Practices II (Lab)	CH 302 CH 104N	3 lecture 1 lab	030	CHEM 1312 CHEM 1112	OnRamps Chemistry I + Lab, AP Chemistry or equivalent	Scientific Research and Design I, II or III (13037200, 13037210 or 13037220)
College Algebra	M 301	3	N/A	MATH 1314	Algebra I required, Geometry recommended	Algebra II (03100600)
Computer Science: Thriving in Our Digital World	C S 303E	3	093	N/A	Algebra I	Computer Science I (03580200)
Introduction to Economics	ECO 304K	3	080	ECON 2302	Algebra II recommended (or concurrent enrollment)	Economics with Emphasis on the Free Enterprise System and Its Benefits (03310300)
Earth, Wind, and Fire: An Introduction to Geoscience	GEO 302E	3	030	N/A	Biology or IPC required, Chemistry recommended (or concurrent enrollment)	Earth Systems Science (03060150)
Mechanics, Heat, and Sound + Lab for Mechanics, Heat, and Sound	PHY 302K PHY 102M	3 lecture 1 lab	030	PHYS 1301 PHYS 1101	Algebra I and Geometry required, Algebra II or Precalculus recommended	Physics (03050000)

OnRamps Course	UT Austin Course Code(s)	Credit Hours	Texas Core Curriculum Code	TCCNS Equivalency	High School Prerequisite	Crosswalked Courses (H.S. Course Code)
Electromagnetism, Optics, and Nuclear Physics	PHY 302L	3	030	PHYS 1302	TEKS-based Physics, Algebra II and Geometry required; Physics I (OnRamps or Honors/AP/DC) or Precalculus recommended	Scientific Research and Design I, II or III (13037200, 3037210 or 13037220)
Discovery Precalculus: Preparation for Calculus	M 305G	3	020	MATH 2312	Algebra II and Geometry	Precalculus (03101100)
Introduction to Quantum Technologies	PHY 309L	3	030	PHYS 1307	Algebra I and Geometry required; Algebra II or Precalculus recommended	Independent Study in Evolving/Emerging Technologies (03581500)
Introduction to Rhetoric: Reading, Writing, and Research	RHE 306	3	010	ENGL 1301	English I and II	English III (03220300) English IV (03220400)
Reading and Writing the Rhetoric of American Identities	RHE 309J	3	010	ENGL 1302	English I and II	English III (03220300) English IV (03220400)
Elementary Statistical Methods	SDS 301	3	020	MATH 1342	Algebra I required, Algebra II recommended	Statistics (03102530)
Issues and Policies in American Government	GOV 312L	3	070	GOVT 2302	U.S. History (or concurrent enrollment)	U.S. Government (03330100)
United States, 1492-1865	HIS 315K	3	060	HIST 1301	English I and English II (or concurrent enrollment)	U.S. History (03340100)
United States Since 1865	HIS 315L	3	060	HIST 1302	English I and English II (or concurrent enrollment)	U.S. History (03340100)

Exhibit B
Data Sharing Agreement

DATA SHARING AGREEMENT
BY AND BETWEEN
Huntsville ISD
AND
ONRAMPS
AT THE UNIVERSITY OF TEXAS AT AUSTIN

Pursuant to this Data Sharing Agreement and underlying Interlocal, Huntsville ISD agrees to provide individual student-level data to OnRamps at The University of Texas at Austin (UT Austin) for the purpose of implementing, billing, and evaluating the OnRamps dual enrollment program and informing OnRamps students of academic opportunities at UT Austin. HISD hereby appoints OnRamps as a legitimate educational official of HISD in accordance with the Family Educational Rights and Privacy Act (FERPA). Likewise, OnRamps hereby appoints HISD as a legitimate educational official of OnRamps in accordance with FERPA. OnRamps agrees to provide individual student-level data to HISD for the purpose of evaluation, accountability, and student record-keeping. The terms of this Data Sharing Agreement are in effect until August 31, 2026 unless terminated in writing by one or both Parties.

1. Data type and exchange timeline

HISD Designee for Student Data and OnRamps will coordinate data exchange for all OnRamps participants for the 2025-2026 academic year, as follows:

Responsible Party	Time Period	Type of Data
OnRamps	August 2025 – July 2026	<p>Throughout the academic year OnRamps will provide information about student enrollments and performance through OnRamps Portal. Access to the OnRamps Portal will be limited to pre-identified campus and HISD personnel who must obtain a UT Electronic Identification and password in order to access the portal.</p> <p>The following enrollment and performance data is provided throughout the academic year, as information becomes available.</p> <ul style="list-style-type: none"> • Course enrollments • Interim Course Performance • Final letter grade • Credit decision (credit accepted or declined) • University transcript grade • Student qualifying status for Financial Aid for Swift Transfer (FAST)

		<ul style="list-style-type: none"> • Student qualifying status for accommodations under IDEA or Section 504 • Student orientation completion status
HISD	September 2025 – May 2026	<p>HISD will provide Student State IDs for all enrolled students. This 10-digit numeric data element TX-UNIQUE-STUDENT-ID in the Texas Education Data Standards (TEDS) is used for data reporting and invoicing purposes, including identifying students as FAST eligible and CCMR accountability.</p> <p>Using the Student State IDs, the Texas Higher Education Coordinating Board (THECB) and Texas Education Agency (TEA) identifies students who are eligible the FAST program.</p> <ul style="list-style-type: none"> • TEA-assigned TX-UNIQUE-STUDENT-ID (StudentUnique ID)
HISD	May 2026 – July 2026	<p>In order for OnRamps to engage in ongoing learning about student experiences, high school grades are exchanged.</p> <ul style="list-style-type: none"> • High school grade in OnRamps course, semester 1 • High school grade in OnRamps course, semester 2 • High school grade in OnRamps course, cumulative

2. Data protection

All data will be exchanged using secure systems and in an encrypted, password protected electronic format by HISD and OnRamps.

OnRamps endeavors that in all reports, electronic or otherwise, derived from information made available under this Data Sharing Agreement, all data shall be aggregated in such a way that no individual will be identified directly or by deduction. OnRamps further endeavors that the data elements will not be released to a third party without written parental or student (as applicable) consent.

While in possession of this data, both Parties shall permit access only to employees and contractors authorized to assist in the implementation or evaluation of OnRamps or other UT Austin program to have access to the data. Both Parties agree to store the data in an encrypted format, in a secure area and to prevent unauthorized access.

UT Austin will return to HISD and/or destroy all personally identifiable data when the study is complete.

3. Information shared with TEA

- Rosters of individual students, including student state ID, for students who complete an OnRamps course for the purpose of calculating state accountability and other required state performance reporting and metrics.

4. Information shared with THECB

- Rosters of individual students, including student state ID, for all students enrolled in an OnRamps course at fall or spring census to determine student eligibility for Financial Aid for Swift Transfer (FAST).

Exhibit C
OnRamps Teacher Professional Learning and Development Fee Schedule

Pursuant to Section 3, the following per-teacher fee will be assessed at the conclusion of Summer PLI. A professional learning and development fee will be assessed for teachers who are implementing one or more OnRamps courses at the time of student census but did not attend Summer PLI and for whom no prior fee was assessed. Individual situations not described below will be evaluated on a case-by-case basis

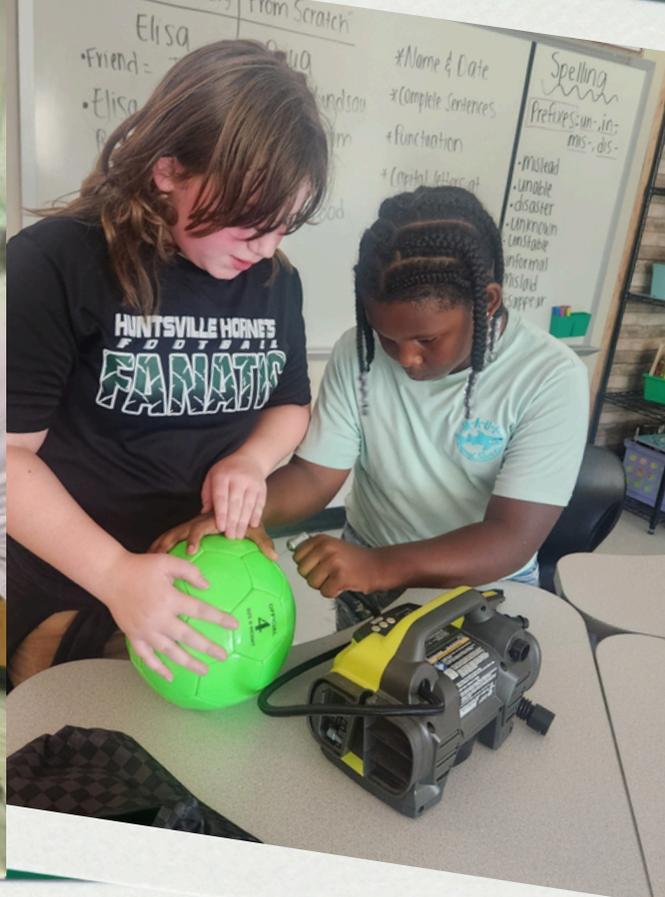
OnRamps teachers may only implement a maximum of two unique 3-hour courses in the same semester.

OnRamps teacher professional learning and development fees will be evaluated on an annual basis.

Instructor Status	Year Instructor First Implemented OnRamps Course(s)	Number of Courses Implemented in AY 2025-2026	PLI Fee Assessed for Instructor
New Instructor	2025-2026	One	\$550
Returning Instructor	2024-2025 or prior with no gap years	One	\$250
New Instructor for one course; Returning Instructor for one course	One course in 2025-2026; One course in 2024-2025 or prior with no gap years	Two	\$550
Returning Instructor for two courses	Two courses in 2024-2025 or prior with no gap years	Two	\$250

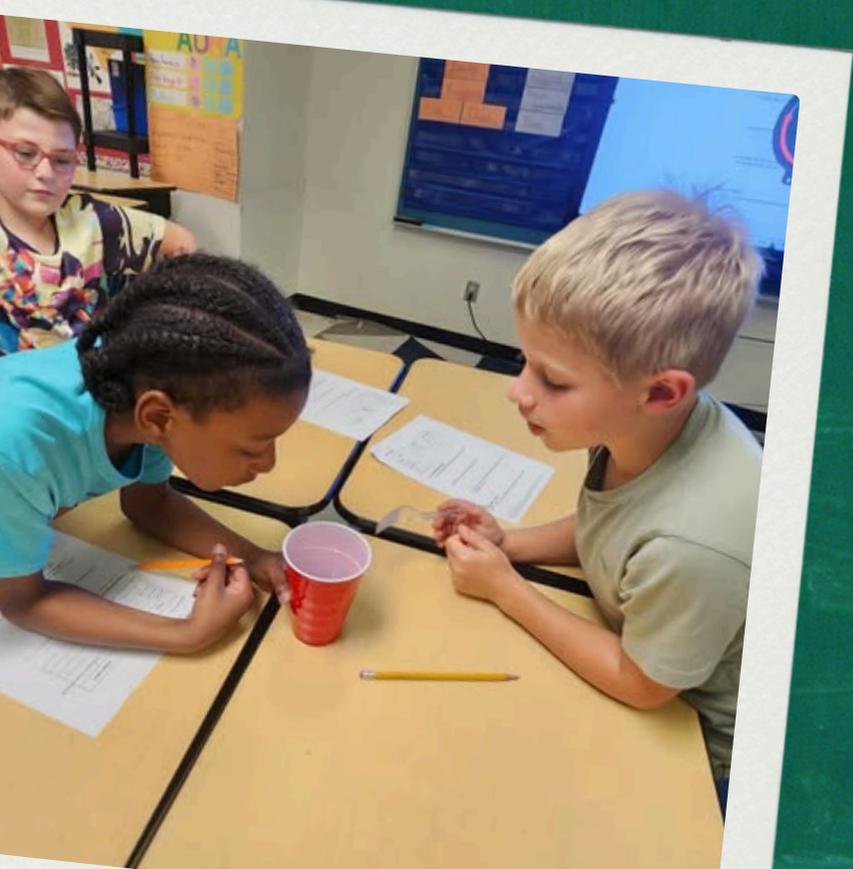
CS 303E Instructors who complete New Instructor PLI in Summer 2025**	All Years	One	\$0
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**Available for Summer 2025 Professional Learning Only



H E S

SEPTEMBER BOARD REPORT



We are working on campus procedures and routines. Our goal is to create an environment where all students have access to quality learning experiences.

We have high expectations for positive behavior, safety, and academics at Huntsville Elementary.

ENROLLMENT: 643



Lunch



4th Grade Science



Music



5th Grade Science

UPCOMING EVENTS

- 9/17 Instructional Rounds: Building Academic Vocabulary
- 9/18 SIFA Meeting
- 9/18 CKH Traction Visit
- 9/24 Homecoming Parade
- 9/26 Big Kahuna Fundraiser Kick Off
- 9/30 ESF Diagnostic Visit



Scott Johnson Elementary September 2025 Monthly Board Report



SJE Campus Information: Campus Enrollment: 896

SJE CAMPUS NEWS!!

We are working on continuing our Capturing Kids' Hearts and have taught our students the procedures and routines for a new year of school with our school wide Campus Expectation Rotations. In the rotations, every class rotates to different areas of the building to learn our expectations for positive behavior and safety at Scott Johnson Elementary in the hallways, restrooms, cafeteria, and on our new playgrounds.

Restroom, and Hallway Expectation Rotation Stations, and CKH



SJE Good Things!



Second Baptist came and fed our Staff a Welcome Back Breakfast at BTS PD Days!



Kindergarten getting to know you, and PE Good Things all student led in the Gym!

Our first Grandparents Day is Sept. 11th and 12th. We expect a full house with many RSVP'S already turned in.

Happy Grandparents Week

Thank you to all grandparents who do
So much for their grandkids!



Don't forget to RSVP if you plan to join your grandchild(ren) for lunch Thursday or Friday. QR code and link were sent through parent email and note that came home.



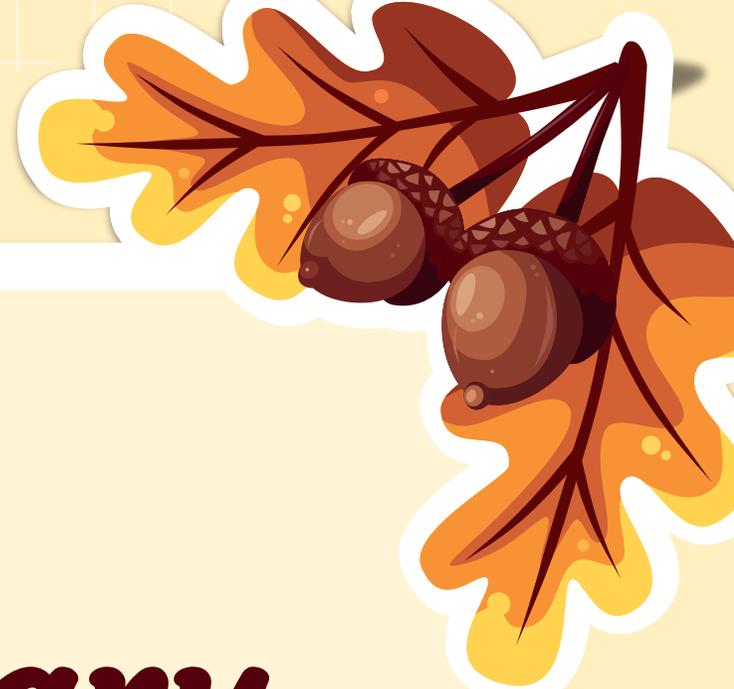
Upcoming Events at SJE:

- Sept. 10th- Committee Meetings
- Sept. 11th- Grandparents Day Lunch (3rd-5th grade)
- Sept. 12th- Grandparents Day Lunch (PreK-2nd grade)
- Sept. 15th- Cub Scouts speak to Gym students
- Sept 16th- 5th Grade Science Support with ESC 6
- Sept. 17th- CKH Site Visit, Guiding Coalition Meeting, Progress Reports sent home
- Sept. 19th- Big Kahuna Fundraiser Kick Off
- Sept. 24th- Homecoming Parade
- Sept. 26th- Homecoming
- Oct. 1st- Faculty Meeting
- Oct. 2nd- National School Custodian Day, Fall Picture Day, Good News Club Begins



Stewart Elementary

September Board Report





Upcoming Events

- September 15th starts Hispanic Heritage Month
- September 16th is IT Professionals Day
- September 22nd-25th is Homecoming Week
- October 2nd is School Custodian Appreciation Day



College, Trade, and Military Color Day!





We would like to congratulate our newest official Hornets! These ladies are finishing up their year-long student teaching clinical and signed their letters of intent. Welcome to the Stewart family



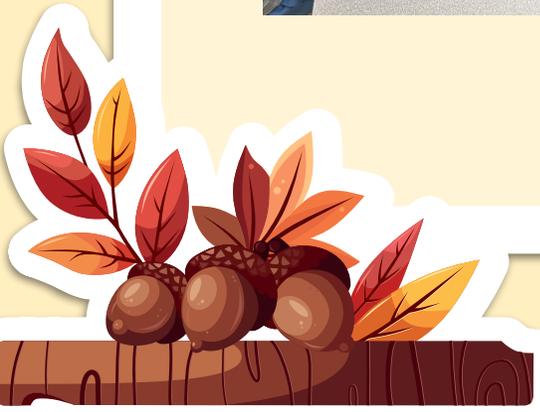
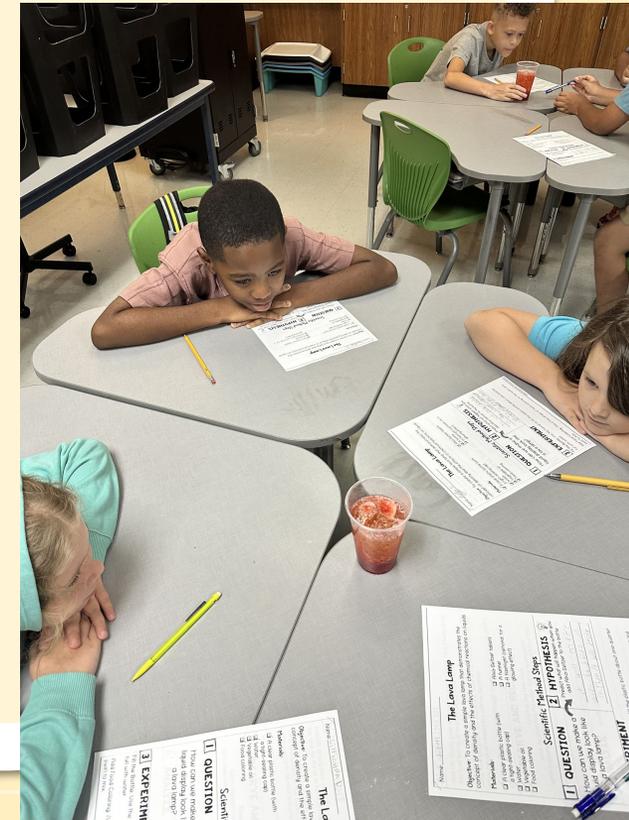
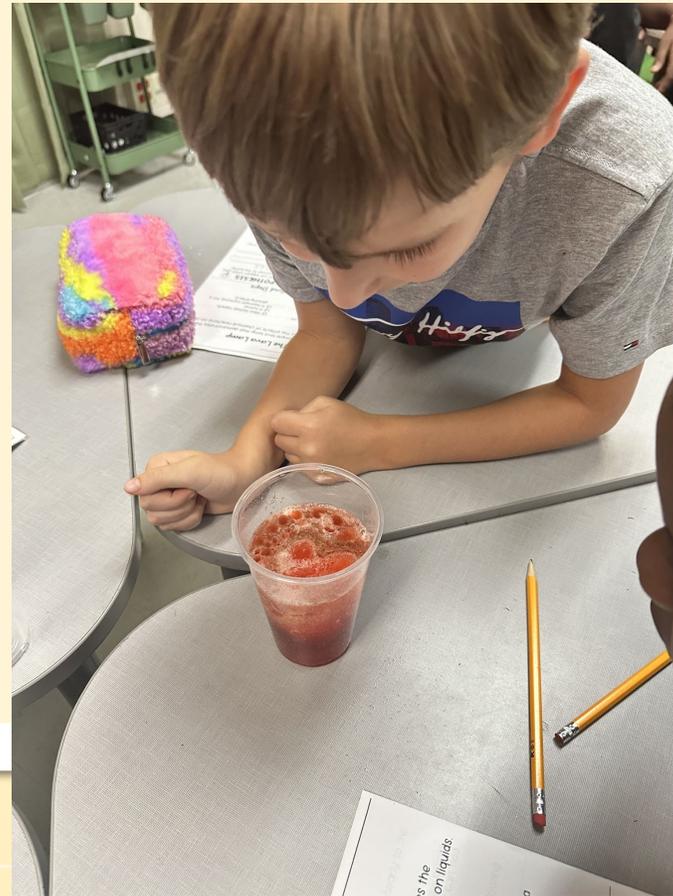
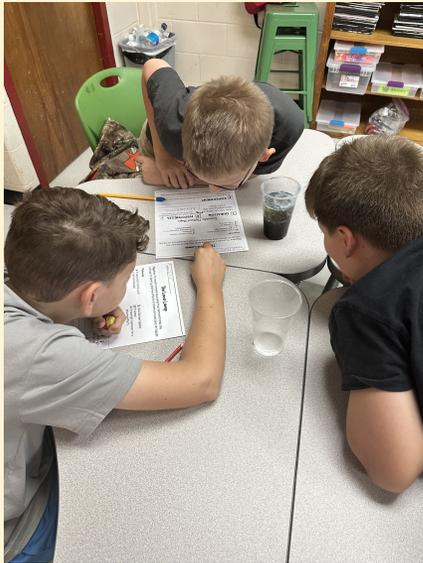


Check out these gorgeous HHS Grenadier Guard Drill Team members that greeted our students bright and early with sparkles and smiles.





Mrs. Malone's 5th-grade science class learned the importance of lab safety and rules with a Lava Lamp Lab!



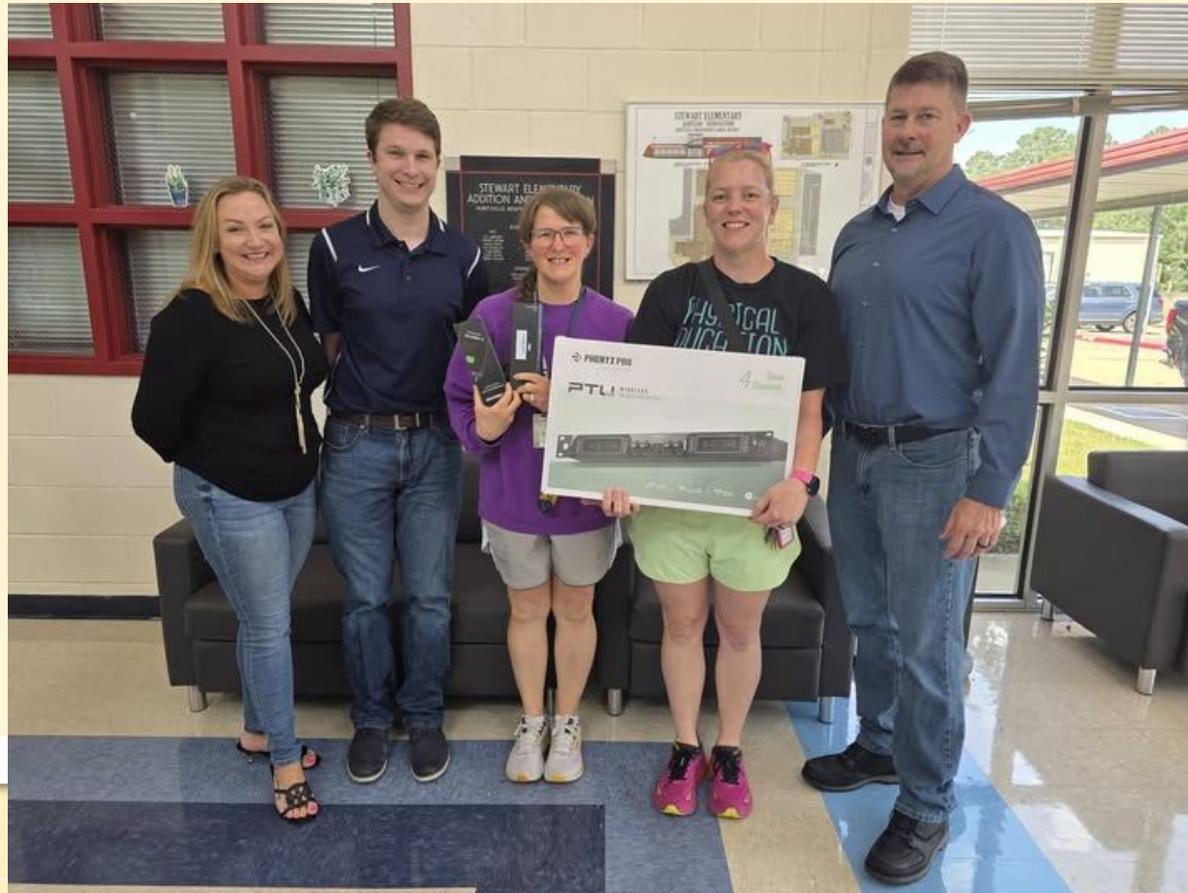
Thank you to McCoy's for donating to our Stewart Mini Milers" running club in P.E.. Our running field is getting some great upgrades!



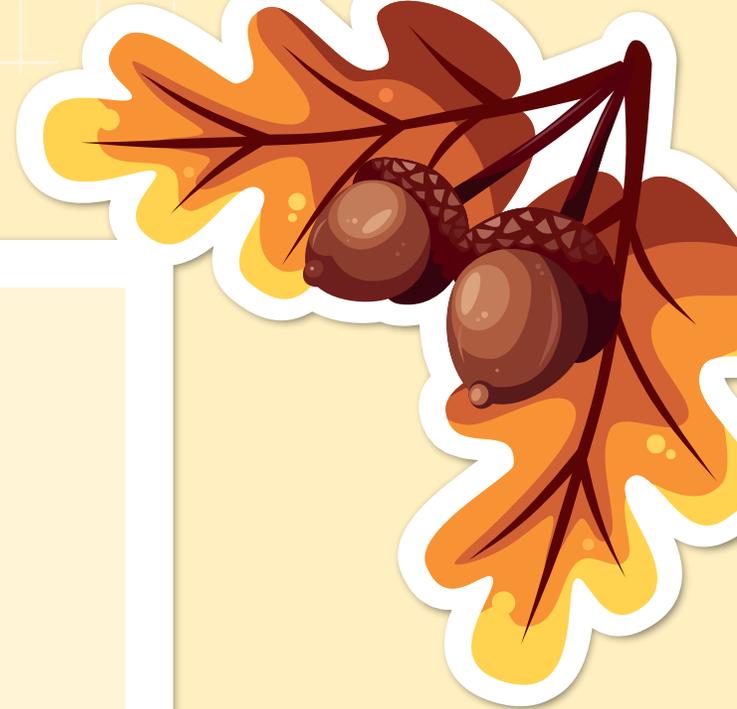
We want to thank Huntsville Home Depot for donating new traffic cones and batteries for our arrival and dismissal lanes. We truly appreciate your generous donation!



We want to thank Trey Wharton Insurance for donating a new microphone system to our gym! We truly appreciate such a caring community!



Thank you!



SEPTEMBER EDITION

SAMUEL W. HOUSTON ELEMENTARY

Building Champions by ensuring ALL students reach high levels of learning academically, behaviorally, and socially.



THE PRINCIPAL'S ADDRESS

I'm pleased to share that we are off to a strong start this school year—instructionally, behaviorally, and socially. Our students are back in the building, engaged in learning, and our staff is working with great energy and focus. It's been wonderful to see classrooms alive with clear learning goals, meaningful student discussions about the content, and students proudly showing evidence of their learning.

Instructionally, we've set clear priorities to ensure that every student has the opportunity to succeed. Our goals this year include:

- Learning and following the Backwards Planning Learning Cycle during our Wednesday Extended Collaborative Team Meetings.
- Becoming proficient at Collaborative Team Meetings (CTMs), where teachers review student data and evidence of learning, then leave with an action plan designed to directly address student learning needs.
- A schoolwide emphasis on Growth–Growth–Growth for both students and staff.
- Setting a measurable outcome that 75% of all 4th and 5th-grade students will perform at or above the same performance level they achieved on the Spring 2025 STAAR Assessment.

Behaviorally, we are focused on creating a safe and positive environment by:

- Teaching, modeling, practicing, and celebrating positive behaviors.
- Rewarding students individually and as grade-level teams for being safe, responsible, and respectful at all times.

Socially, we are building strong connections and a sense of community by:

- Greeting students every morning at the classroom door with a smile and celebrating the “good” before beginning instruction.
- Teaching social skills to all students and empowering them by involving them in rating their own classroom behavior through the classroom social contract.

Although we may find ourselves in the middle of life's storms, we have not lost our focus as a campus, as a team, and as a family. We continue to trust in God throughout all seasons of life, and we stand firm in the belief that we will be victorious together. Above all, we are celebrating the fact that students are here—learning, growing, and thriving together. The energy in our building is inspiring, and I'm confident this momentum will continue as we work toward our goals.

Thank you for your continued support of our students, staff, and families.

SWHE

Weekly Brag Report

4th and 5th-grade students and their teachers at car rider dismissal. They are doing an amazing job at listening for their name to be called and then getting to where they need to be for pick-up.

The Pre-K and Kindergarten transitions this year are looking amazing. Even with a few areas that we are working on, we are further ahead with our hallway and transition expectations than we were at this time last year.

The Kindergarten team had a wonderful CTM on Wednesday. Everyone participated, was very invested and truly saw the value in the work they are doing. You can tell they are a collaborative group and they are helping our new members as well. Keep up the hard work and dedication!!

Mrs. Banks asked for a walk-through in order to show off the wonderful things her students have already learned. While I have visited all PK-1 classes at least 1 time, I have seen her 2-3 times. This is because she was so excited about showing me how they could not only connect their learning to the objective for the day, but also how eager they were to be the one to answer. Way to go!

Shout out to Mr. Ritchey's classes as they are already implementing the social contract rater before they switch classes and the students are able to identify an area they can work on based on the rating. He is building CHAMPIONS!

We appreciate Mr. Leon as his making an impact, building those relationships with our students, and simply being a positive role model that they need. He is building CHAMPIONS.

A BIG THANK YOU to Mrs. Burns, Mrs. Sanders, Mrs. Boyd, Mrs. Heinemeier, Mrs. Delfin, Mrs. Costilla, and Mrs. Lopez as they support our classrooms on Wednesday during CTM. You all are greatly appreciated! They are building CHAMPIONS!

The kindness, compassion, and grace I've received from my SWHE family have meant more than words can express. Knowing I have such a strong network behind me has been truly comforting. My family and I are deeply grateful, and I feel incredibly fortunate to be part of such a supportive and caring organization. It is truly an honor to work alongside such amazing individuals.

What an incredible start to the school year!! Expectations were in place from the first day and everyone is doing their part in helping our kids become the best they can be!

Mr. Horton and Mr. Leon - making a positive difference in the behavior of our students with consistency and high expectations! Thank you for all you do!!

Shout out to all grade levels for getting our technology expectations lesson completed and helping get our technology into classrooms!

SWHE

Weekly Brag Report

Ms. Delfin, Ms. Metcalf and Mr. Santos - y'all do an amazing job of getting the drop off line going each morning!

Mrs. Hampton and Mrs. Arteaga are doing a wonderful job embracing their new classroom technology

Ms. Houston- Doing an amazing job in Pre K!

Mr. Leon- Helping me out in the mornings keeping the bus lane free of traffic.

Thank you 2nd Grade Math Team for working so hard on your 1/2 day planning!!!

Thank you 5th Grade Math Team for all the hard work you did at our 1/2 day planning!!

MPMS Board Notes - September 2025



MPMS Principal, Don Jackson:

Dear Board Members,

I am pleased to share that Mance Park Middle School continues to make meaningful strides in academic achievement and instructional growth. According to the most recent TEA accountability ratings, Mance Park earned a C rating — a mark of steady progress and resilience, particularly in a year that brought significant transitions. Despite welcoming two full grade levels from Huntsville Intermediate, resulting in two-thirds new students and one-third new staff, our campus remained focused and committed to student success.

This accomplishment reflects the strong leadership of Mr. Campbell and the effective systems of collaborative instruction and professional learning in place. At Mance Park, we remain deeply committed to adult learning — equipping our teachers with the tools, strategies, and ongoing support they need to be successful in every classroom. We believe, and continue to see, that intentional adult learning drives student achievement.

As we look ahead, our goal is to maintain and build on this momentum by refining instructional practices and continuing to prioritize educator development. Every teacher deserves access to timely, relevant, and research-based professional learning that elevates our collective impact.

I'm honored to lead such a dedicated team of educators and administrators. Over the past few weeks, I have been actively listening, learning, and working to build strong relationships with staff as we shape a positive and productive school culture. We're also making a concerted effort to instill student engagement and ownership, helping every learner understand and embrace the work it takes to achieve success.

Our Triple A program is off to a great start as we have 327 students in the first 3 weeks of school who have no absences, no tardies, no discipline referrals and a grade of 75 or above in all classes. We will celebrate their success on Friday, Sept. 12th! Thank you for your continued support as we strive to provide exceptional educational experiences for every student at Mance Park Middle School.

MPMS PBIS NEWSLETTER

Triple A Challenge

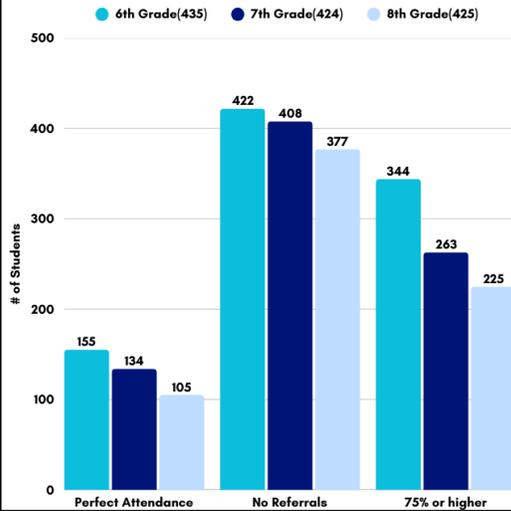
Our first Triple A challenge ended 8/29. Students with 0 absences, 0 discipline referrals, and a grade higher than 75% in each class will be rewarded this Friday with a tasty snack!

Total # of students rewarded:

327

The next challenge will run from **Sept 1st to Sept 22nd**

PBIS Triple A Data
8/12-8/29



What are MPMS Behavioral Expectations?

Students & staff are expected to show PRIDE! A PRIDE (classroom expectation) matrix should be posted in every classroom.

- P**-Professional
- R**-Respectful
- I**-Integrity
- D**-Determined
- E**-Empathetic

Grade Level	PRIDE Classroom Expectations					
	Actual	Instructor	Instructor	Non-Partial Referral	Non-Partial Referral	Dismissal
P rofessional	• Arrives to school on time • Dresses appropriately • Greeted staff and students • Follows school rules • Respects school property	• Arrives to school on time • Dresses appropriately • Greeted staff and students • Follows school rules • Respects school property	• Arrives to school on time • Dresses appropriately • Greeted staff and students • Follows school rules • Respects school property	• Arrives to school on time • Dresses appropriately • Greeted staff and students • Follows school rules • Respects school property	• Arrives to school on time • Dresses appropriately • Greeted staff and students • Follows school rules • Respects school property	• Arrives to school on time • Dresses appropriately • Greeted staff and students • Follows school rules • Respects school property
R espectful	• Treats others with respect • Respects personal space • Respects personal property • Respects school property • Respects school rules	• Treats others with respect • Respects personal space • Respects personal property • Respects school property • Respects school rules	• Treats others with respect • Respects personal space • Respects personal property • Respects school property • Respects school rules	• Treats others with respect • Respects personal space • Respects personal property • Respects school property • Respects school rules	• Treats others with respect • Respects personal space • Respects personal property • Respects school property • Respects school rules	• Treats others with respect • Respects personal space • Respects personal property • Respects school property • Respects school rules
I ntegrity	• Tells the truth • Admits mistakes • Follows school rules • Respects school property	• Tells the truth • Admits mistakes • Follows school rules • Respects school property	• Tells the truth • Admits mistakes • Follows school rules • Respects school property	• Tells the truth • Admits mistakes • Follows school rules • Respects school property	• Tells the truth • Admits mistakes • Follows school rules • Respects school property	• Tells the truth • Admits mistakes • Follows school rules • Respects school property
D etermined	• Completes assignments • Follows school rules • Respects school property	• Completes assignments • Follows school rules • Respects school property	• Completes assignments • Follows school rules • Respects school property	• Completes assignments • Follows school rules • Respects school property	• Completes assignments • Follows school rules • Respects school property	• Completes assignments • Follows school rules • Respects school property
E mpathetic	• Shows concern for others • Respects personal space • Respects personal property • Respects school property	• Shows concern for others • Respects personal space • Respects personal property • Respects school property	• Shows concern for others • Respects personal space • Respects personal property • Respects school property	• Shows concern for others • Respects personal space • Respects personal property • Respects school property	• Shows concern for others • Respects personal space • Respects personal property • Respects school property	• Shows concern for others • Respects personal space • Respects personal property • Respects school property

CKH Non-Negotiables

- Greet students at the door
- Social Contract
- Good Things
- Classroom Jobs

Teacher Spotlight:

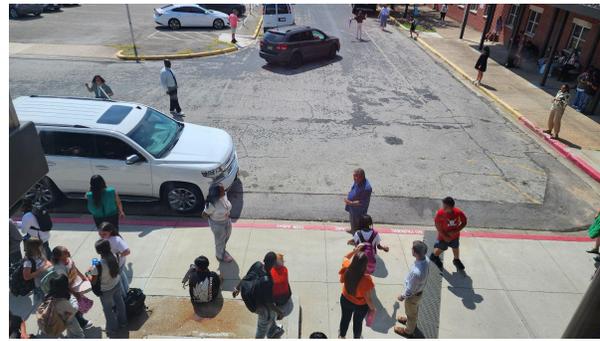
“Coach Joiner did a great job greeting students at the door, having the SC posted, and establishing classroom jobs. He even allowed students to create the class timeout signal”

- Mrs. Bradley



MPMS Drop-off/Pick-up Areas:

All 6th graders are dropped off and picked up at the front of the school. We have been encouraging parents to move up in the line and to have their kids ready to exit the car to help expedite the lines.



All 7th/8th graders are picked up at the back of the school by the new covered walkway. We are very appreciative of this new covered space, especially on bad weather days.

All band students are picked up and dropped off at the back of the school by the Fine Arts Building.

Lady Hornet Volleyball Tryouts: Our 8th grade girls tried out 8/14-8/15, and our 7th grade girls tried out on 8/18-8/19. Coach Wenskunas is looking forward to a great season.



LADY HORNETS
VOLLEYBALL

2025 MPMS VOLLEYBALL SCHEDULE

- 8/28 MPMS @ AMCMS (HOME): B-5pm/A-6pm
- 9/4 MPMS vs Brenham (AWAY): B-5pm/A-6pm
- 9/11 MPMS @ Davila (HOME): B-5pm/A-6pm
- 9/18 MPMS @ Navasota (HOME): B-5pm/A-6pm
- Teacher Appreciation Night
- 9/25 MPMS @ Wellborn: B-5pm/A-6pm
- 9/27 TEXAN TOURNEY (A-Team) at Davila: TBD
- 10/2 MPMS vs CSMS (HOME): B-5pm/A-6pm
- PINK OUT Game
- 10/9 MPMS @ SFA (AWAY): B-5pm/A-6pm
- 10/16 BVE
- 10/23 PLAYOFFS: TBD
- 10/25 EOY Tourney: TBD

Tickets are \$2 for students and \$3 for adults. #MPMS2026



Order your **25 26 MPMS** Yearbook at www.jstetens.com or in room 3004 Petkovsek!

8th Grade Lady Hornet Volleyball

8th Grade A	8th Grade B
#31 Emma Hassell	#17 Karina Dearwester
#25 Jalyn Townsend	#3 Kristin Little
#10 Bliss Butler	#23 Raylyn Breshers
#19 Paige Gray	#19 Makyla Lindley
#21 Brooklyn Thomas	#23 Kinley Cobbs
#14 Bristol Walker	#15 Sierra Copeland
#20 Leighton Gibson	#11 Adalyn Ashman
#16 Ashton Robert	#30 Lyia Fowler
#4 Kaeli Moebes	#1 Jennifer Adams
#27 California Isabel	#22 Samara Jaendres
#7 Sofia Villatoro	#13 Marlee Martinez
Manager: Deniye Craig	#8 Allaina Brass
	#25 Selina Navarrete

#MPMS2026 #volleyballMPMS #HornetNation





7th Grade Lady Hornet Volleyball

7th Grade A	7th Grade B
#3 Maryah Briggs	#22 Brylenn Ledema
#6 Ryleigh O'Bryant	#18 Brooklyn Trevino
#11 Jordyn Fuller	#1 Brooklyn Spivey
#9 Kennedy Shelly	#9 Barbara O'Ster
#7 Irma Gomez	#8 Caylee Goss
#2 Brooklyn Alexander	#4 Kynlee Lambright
#1 Ashlynn Phoon	#10 Sierra Queroshi
#6 Mila Garcia	#7 Anglena Mars
#12 Carlyn Busse	#6 Jocelyn Rogers
#22 Alina Spohnett	#3 Isabella Ramirez
#8 Travianna Jackson	#9 A'Naya Phillips
#5 Tierra O'Bryant	#2 Mia Esturba
Manager: Cayleigh Crawford	Manager: Taraji Champine

#MPMS2026 #volleyballMPMS #HornetNation





MPMS Volleyball vs AMCMS 8-27-25: Our teams opened the season at home with 7B, 7A, and 8B bringing home the WINS! 8A performed amazingly, but fell short at the very end. Photos by the MPMS Stinger Yearbook Staff.



Cross Country:

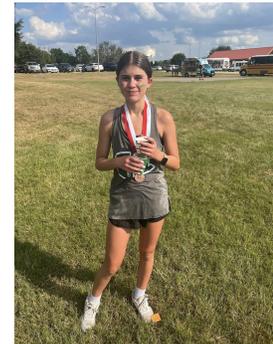


MPMS



Cross Country 2025

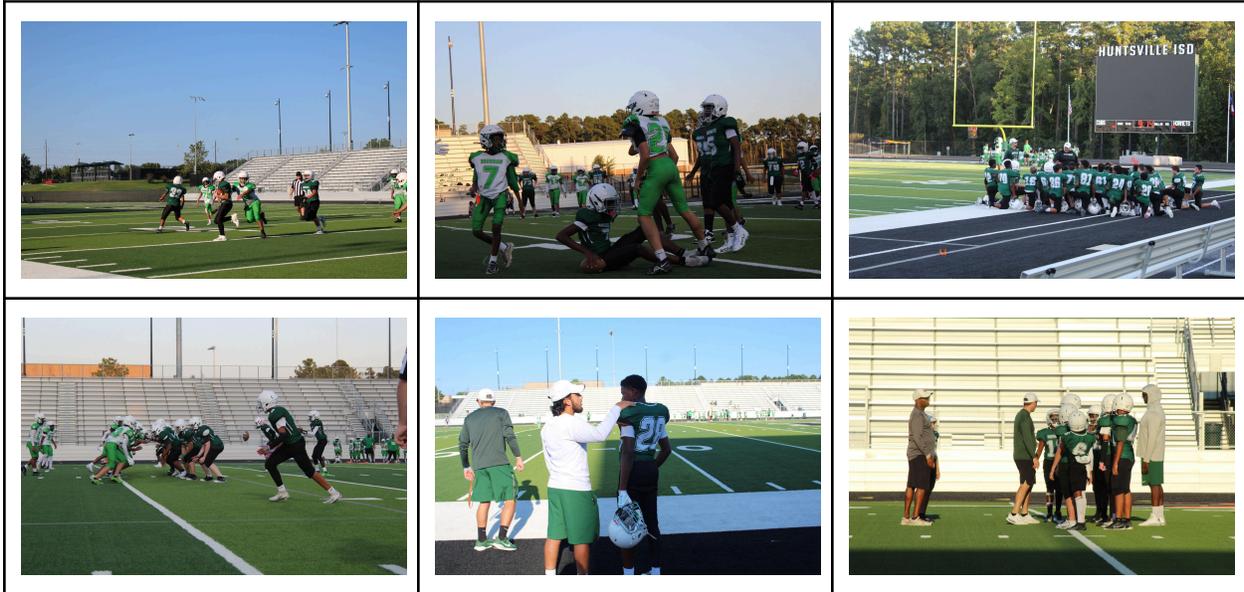
- 8/27 MPMS at Madisonville 4pm**
- 9/10 MPMS at Navasota - 4pm**
- 9/17 MPMS at Anderson - 3:50pm**
- 9/24 MPMS at Madisonville - 4pm**
- 10/8 AMCMS (District) - TBD**



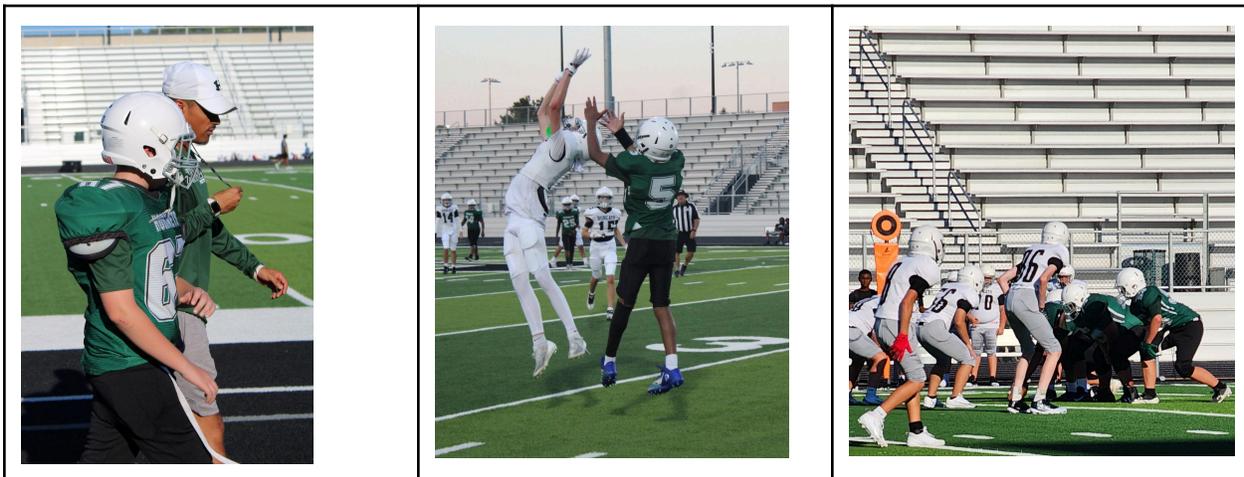
Congratulations to our 7th Grade Girls Cross Country Team on placing 1st at the meet in Madisonville on 8/27/25.

Hannah Collins earned 1st Place at the meet!

7th Hornet Football: Hosted their first home game on 9-8-25 against Brenham.



8th Hornet Football: Hosted their first home game on 9-3-25 against AMCMS.





MPMS Football Schedule:

MPMS 8th Grade Football				MPMS 7th Grade Football			
DATE	TIME (B/A)	OPPONENT	LOCATION	DATE	TIME (B/A)	OPPONENT	LOCATION
Sep. 3	5:30/7pm	AMCMS	Huntsville HS	Sep. 2	5/6:30pm	AMCMS	AMCMS
Sep. 9	5:30/7pm	Brenham	Brenham HS	Sep. 8	5:30/7pm	Brenham	Huntsville HS
Sep. 16	5:30/7pm	Davila	Huntsville HS	Sep. 15	5/6:30pm	Davila	Davila
Sep. 23	5:30/7pm	Navasota	Huntsville HS	Sep. 22	6/7:30pm	Navasota	Navasota HS
Sep. 30	5/6:30pm	WMS	WMS	Sep. 29	5:30/7pm	WMS	Huntsville HS
Oct. 7	5:30/7pm	CSMS	Huntsville HS	Oct. 6	5/6:30pm	CSMS	CSMS
Oct. 14	BYE Week	No Game		Oct. 13	BYE Week	No Game	
Oct. 21	5/6:30pm	SFA	SFA	Oct. 20	5:30/7pm	SFA	Huntsville HS
Oct. 28	Playoff Week	TBD	TBD	Oct. 27	Playoff Week	TBD	TBD



#MPMS2026 #HornetNation
#BuildingChampions



#MPMS2026 #HornetNation
#BuildingChampions



MPMS Cheerleaders: Photos from the MPMS Stinger Yearbook Staff 9-3-25.





Teacher fans in the stands supporting our cheerleaders and 8th grade football teams!

One team. One dream. One vision.



Young Hornet fan cheered with our MPMS Cheerleaders! What a great tradition!



Donuts with the Dean!:



Donuts with the Dean!
Students were challenged to help complete a form and our



Donuts with the Dean!
Students in 4th period classes competed to get campus forms turned in.



Donuts with the Dean!
Students in 4th period classes competed to get campus forms

first winners have been announced!
Ms. Ames 4th period was the first group to be 100% complete!

Ms. Petkovsek's 4th period winners!

turned in.
Ms. Hoke's 4th period winners!

Thank you, Huntsville HEB for serving our teachers lunch this past Wednesday. We really appreciated it and it was delicious!



Fellowship of Christian Athletes (FCA): This organization held its first meeting on Friday, September 5, in the Girls Gym at 7:25 am. They meet for fellowship, Bible study, and prayer for our campus. Coach Jones has led FCA for several years and around 100 students attended. They will meet every other Friday and the next meeting will be September 19, 2025.



Photojournalism: Innovation, problem solving, teamwork, and creativity thrive during enrichment time in Photojournalism on Friday during 3rd period.

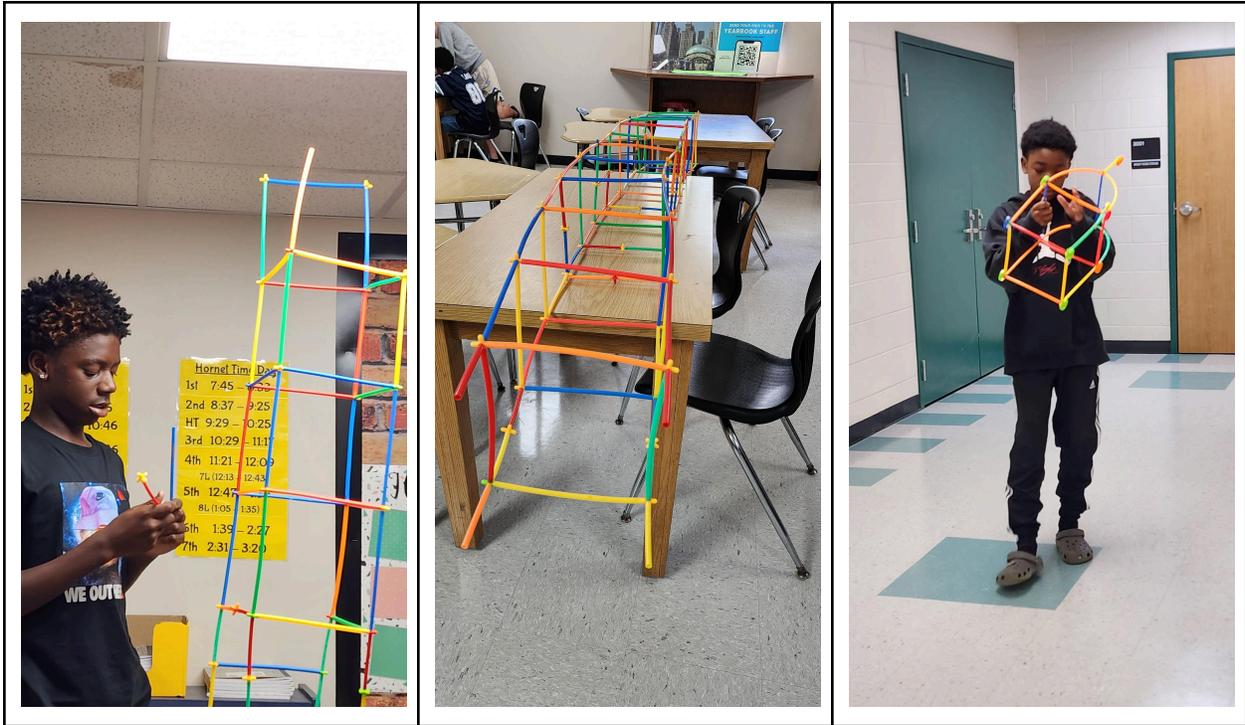


Photo Club held its first meeting on Friday, September 5, 2025. Using mini cow figures, they practiced macro photography around the campus.



8th Girls Athletics: MPMS 8th Grade Lady Hornets hit the weight room for conditioning and strength training.



Congratulations
to our FFA
officers!

25-26 FFA OFFICERS

PRESIDENT- KEELI MOEBES

**VICE PRESIDENT- BRYSON
BUHLER**

SECRETARY- MARLIE MARTINEZ

REPORTER- ABIGAIL MCKAY

**TREASURER- HUNTER
HAMPTON**

SENTINEL- TIMOTHY DIXON

**HISTORIAN- YANIELY
BONILLA**



The MPMS Stinger Yearbook Staff would like to thank everyone who has purchased the 2025-2026 MPMS Yearbook! You only have until September 12th for the early bird price of \$40. Order online at www.jostens.com or in room 3004-Petkovsek.



Huntsville High School

September, 2025

A white, curved line starts from the top left corner and extends towards the center of the slide.

Student Celebrations

Students of the Week

Week	Freshmen	Sophomore	Junior	Senior
Week of 8/25	Carter Hodge	Sara Arthur	Junia Price	
Week of 9/1	Makenah Pires	Zarien Adolphe	Roberto Padron	Daisy Salvador-Coss



Student Spotlight



Student Spotlight



Student Spotlight



Student Spotlight



Student Spotlight





Staff

Celebration

Staff Members of the Month

Teacher of the Month

Terrance Bell

Instructional Assistant of the Month

Dennis Crowley

Office Staff of the Month

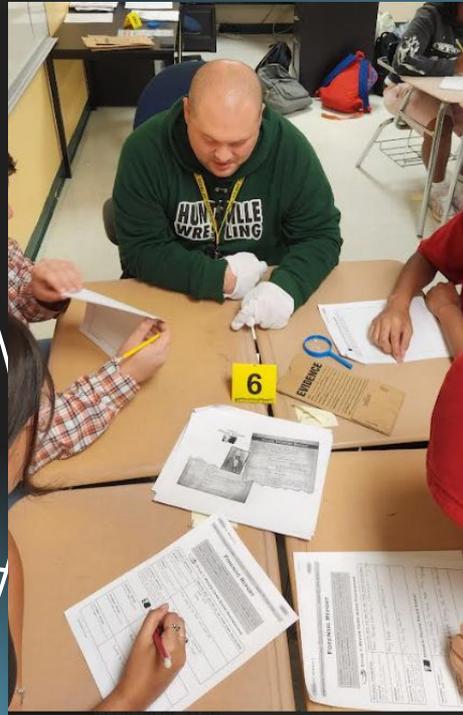
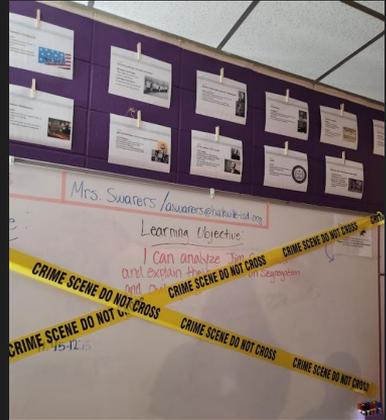
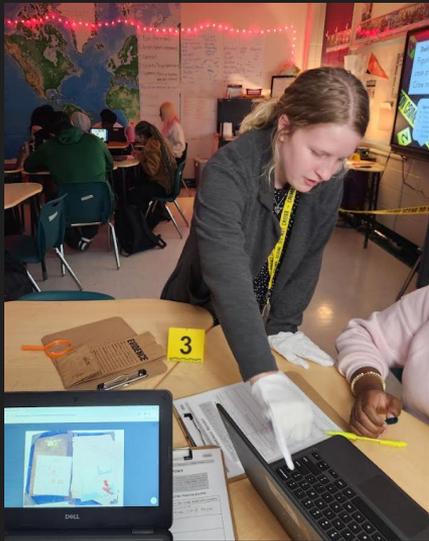
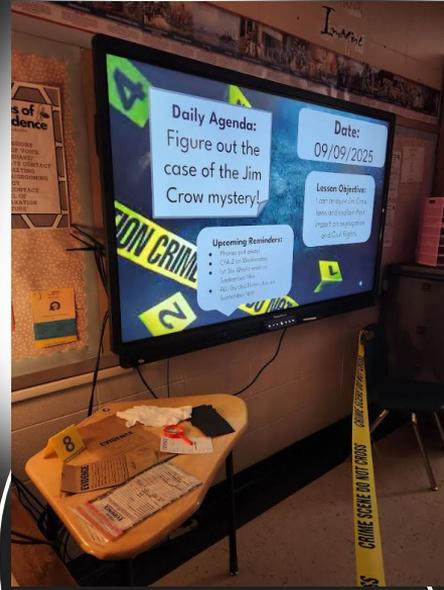
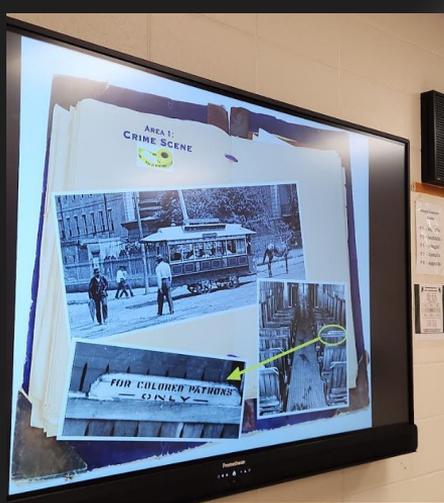
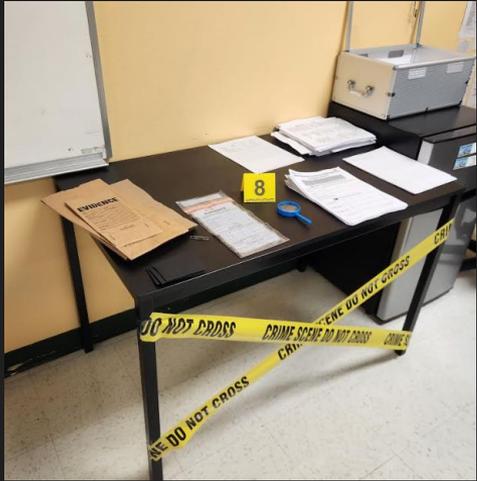
Lexus Fletcher

Whitney Hall





Teaching & Learning Celebration





Community Engagement

Communities in Schools

Mt. Zion is hosting lunch
September 21, 2025 from 2
pm -3 pm!

**NEIGHBORLY
LOVE
LUNCH**

ON US!
FREE
\$15.0

GOOD
TIMES

**3RD SUNDAYS
2-3PM**

JUNE 15 SEPTEMBER 21
JULY 20 OCTOBER 19
AUGUST 17. NOVEMBER TBD

LOCATION: EMANCIPATION PARK
SERVED TO GO

Important Dates

September 18
11:00 am - 1:00 pm

Athletic Dilly Letterman Jacket Fitting

September 24
7:00am - 3:00pm

TAFE Blood Drive

September 24
6:15 PM

Homecoming Parade

September 26
7:00 PM

Homecoming

September 27
8:00 - 10:00 pm

Homecoming Dance

September 30
9:00 AM - 11:00 AM

Walker County College & Career Fair

A white, thin, curved line starts from the top left corner and curves downwards and to the right, ending near the center of the slide.

Thank you



Hornet Success Academy Principal Report - 09/10/2025

EXCITING THINGS ARE HAPPENING IN HSA!

HSA had a fantastic year last year! During the 2024-25 school year, we graduated 60 students. Huntsville High School graduated 354 of the 414 total 2025 cohort graduates. Using the dropout/leaver report and the HHS potential grad list, HSA took in 70 students for the year. The HSA program contributed 14.5 % to the overall 95% graduation rate.

Of the 60 HSA graduates, 46% are pursuing post-secondary opportunities (military, college/university or technical programs).

HSA Graduates Post Secondary Opportunities:

- 2 students- 4 year university.
- 11 students-2 year programs
- 3 students-Tulsa Welding School
- 3 students-Military (Air Force, Marines, Army)
- 2 students-Cosmetology & Aesthetician Certification
- 2 students-CDL
- 3 students-HVAC
- 1 student-Lineman Certification

HSA staff and director continue to work one on one with students through-out the year to get students enrolled and accepted into the various programs after graduating from HSA.

A review of our 24-25 graduates?

- 55% were EOC complete (33/60) 41% were IGC eligible.
- 100% received a CCMR Point for the 24-25 school year.
- 92% of the students we enrolled graduated during 24-25 yr.
- 20 % (12/60) participated in the SER Jobs Work Program (Walker County Jobs).
- HSA students completed 917 semester credits during the 24-25 school year.

HSA Partnerships & Collaborations 25-26

HSA appreciates the continued collaborations with the following Walker County Partners:

- Sam Houston State University Social Work Department & the “ACE” mentoring program w Dr. Lee Miller.
- Walker County Pop Committee & Chamber Director, Mr. Jason Brandolini
- Sam Houston State University Health Science Department & Professor Adanna Alexander.
- Workforce Solutions/SER Jobs & Walker County Workforce Solutions
- Giggles & Grins Daycare Teen Parenting Program/Jobs with Ms. Rochunda McKinney.
- Pastor Travis Lee & NorthSide Baptist Church



- Pastor Timothy O'Bryant and Greater Temple of Deliverance
- Pastor Howard and Greater Zion Baptist Church
- Greater Gospel Hill and Grant Tax Service
- Walker County Junior Service League
- Our HSA Incentivism Program supporters (Chick Fil A, What-a-Burger, McDonalds, Canes)
- Our Teacher & students of the month supporters

Five students graduated in August for the 24-25 school year. Eight students will graduate from HSA on Thursday, October 21, 2025 at 2:00 p.m. in the Performing Arts Center (PAC) at Huntsville High School. Pastor Travis Lee and former HSA graduate, Hailey Barber will be guest speakers.

HSA 25-26 Enrollment Snapshot:

- There are currently have 48 students in our in fall cohort
- HSA offers three sessions for our students (AM, PM and all day sessions).
- An additional 40-45 students will join the HSA program during the 25-26 school year.
- 8 students will graduate in October 2025.
- 20 students are scheduled to graduate in January 2026.
- 18 Students are EOC complete
- 10 Students are IGC eligible
- 5 Teen Parents
- 6 Homeless Teens
- 2 Cohort 2025
- 22 Cohort 2026
- 18 Cohort 2027

WHAT'S NEWSWORTHY IN HSA:

- HSA Director, Ms. Sharonda Johnson will represent HISD as one of the 2025 SHSU Tedx Speakers. Her TEDtalk is entitled, "*Words have weight-the invisible forces that shape our lives.*" The theme is Reframe. What happens when we shift our perspective? The theme of Reframe invites us to look again – at ourselves, our communities, and the world around us. It's about challenging assumptions, rewriting narratives, and discovering new ways to understand the familiar. Each talk offers bold insights and fresh angles that will help participants to reimagine what's possible when we choose to see differently.
- HSA is working with HISD to offer CDL classes to students who want to pursue their CDLs and drive buses in HISD. Four students will currently pursue this pathway.
- HSA once again has partnered with local community business owners to continue the monthly snack donations to our students. These monthly contributions are embedded into our weekly incentives to keep students on track and motivated to reach their short-term and long term goals.
- HSA would like to thank Ms. Mallory Parrish, owner of Giddy up Glamour, for donating work attire for homeless HSA students in need of clothing for school and work. Ms. Johnson and HSA staff accepted the bags of clothes from this generous HISD community supporter.



- Congratulations to the HSA director, Ms. Sharonda Johnson. She will continue to serve as the secretary of the *Texas Association of Alternative Education* Organization for the next year. TAAE is a statewide association for the administrators and teacher professionals involved in alternative education. There are 255 schools who make up the organization.
- HSA will continue its partnership with the SER Jobs organization (Walker County) this year. A SER jobs representative will make bi-monthly visits to HSA beginning in October to help graduates get internships, child care assistance, and social services in Walker County. The goal is to continue to provide HSA students with post-secondary opportunities. This organization continues to help students succeed in the college/career plan of their choice after graduation.
- In November 2025, HSA will take a group of students to Aveda Institute for Cosmetology certificates and registration and attendance after graduation from HSA.
- The Junior Service League, Greater Temple of Deliverance, North Side Baptist Church and Grant Tax Service have partnered again with HSA to provide water, gift cards, food/pantry items, snacks and other needs for HSA students.
- This year, HSA will feature informational posts and testimonies on our social media platform to highlight the accomplishments of our staff and students. This will include past and current students, monthly graduations, celebrations and events. And offer sponsorship levels of opportunities this year.
- On Wednesday, September 17, 2025, Ms. Johnson will speak to our fall SHSU mentors in the College of Sociology to prepare them for our HSA mentoring opportunities.
- On Thursday, September 18, 2025, Ms Johnson will represent HISD at the Community of Engagement ACE Fall meeting.
- On Wednesday, September 24, 2025, HSA Staff will have a float in the Homecoming Parade at 6:30 p.m.
- On Thursday, September 25, 2025, Ms. Donna Sheppard will visit HSA for its fall traction visit. HSA is a rising STAR CKH campus and plans to become a CKH showcase campus during the 25-26 school year.
- On October 8, 2025, Dr. Miller and students from the Sam Houston State Sociology department will return for our Adulthood 101 mentoring series with HSA students. This collaboration is one that continues to be enjoyed by our students and staff. It is also a highlight for the students/staff mentors from the SHSU, as well.



UPCOMING HSA EVENTS:

Sept. 1st : Labor Day Holiday

Sept. 3rd : HSA CPR/Police Videos

Sept. 4th : HSA Senior Group Picture Day

Sept. 5th : HSA CKH Social Contract & Empathy Part I Huddle

Sept. 8th : HSA Students @PAC for HHS College & Career Meeting w/Ms. Dawn Shaw

Sept. 9th : HSA CKH Empathy Huddle Part II

Sept. 10th : HSA Team Meeting at 3:45 p.m.

Sept. 12th : HSA CCMR Meeting with HHS Counseling Team 1:00 p.m.

Sept. 13th : Sharonda Johnson Birthday

Sept. 17th : HSA Director Speaks at SHSU to SHSU Fall Mentors

Sept. 18th : HSA Director at SHSU Advisory Meeting 9-10:30 Walker Education Center

Sept. 18th : HSA Senior Goal Meeting w/HSA Counselor, Ms. Sheila Elliott & Coach Greer.

Sept. 22nd : Dawn Shaw visit w/HSA students @10:00 a.m.

Sept. 24th : HSA Senior Pictures

Sept. 24th : HSA Team Meeting at 3:45 p.m.

Sept. 25th : HSA CKH Traction visit with Donna Sheppard .

Sept. 26th : HSA Student & Teacher of the Month Celebration 11:30-12:00 Noon

Oct. 8th : Adulting 101 Session- & Meet & Greet Plus CDL & HVAC Information Session & Sign-up

Oct. 8th : HSA Team Meeting/SHSU Adulting 101 Session 3: *Time Management*

Oct. 13th : Professional Learning Day

Oct. 15th : HHS SAT Day/SHSU Adulting 101 Session 2 Vision Boards & Goal Setting

Oct. 15th : HSA Team Meeting & Energy Bus Book Study – Chapter 1 S. Johnson

Oct. 16th : Homecoming Parade-HSA will participate in the parade.

Oct. 17th : Homecoming Game/ Ms. Jones Birthday Celebration

Oct. 18th : Homecoming Dance

Oct. 21st : HSA Graduation Practice in the PAC 2:30 p.m.

Oct. 22nd : HHS SAT Day/SHSU Adulting 101 Session 5: Mental Health/Toxic Relationships

Oct. 23rd : HSA Graduation in the PAC at 2:00 p.m.

Oct. 31st : HSA Teacher and Student of the Month Celebrations



HSA IN PICTURES:



HSA 25-26 Staff

HSA-(Left to Right) Trevor Greer, Sheila Elliott Jackson, Sharonda Johnson, Cody Warren, Shanda Grassity, Kendell Jones, Amaya Scott, and David Yeager





35th Annual TAAE Conference in Houston, Texas

HSA DIRECTOR-Sharonda Johnson, is currently finishing her second year as the secretary of the Texas Association of Alternative Education Professional Organization in July, 2025 (TAAE).





HSA August Staff PD Sessions:





HSA Staff Participate in EOC/504 Testing Session



HSA Staff Participate in Edgenuity Back to School PD

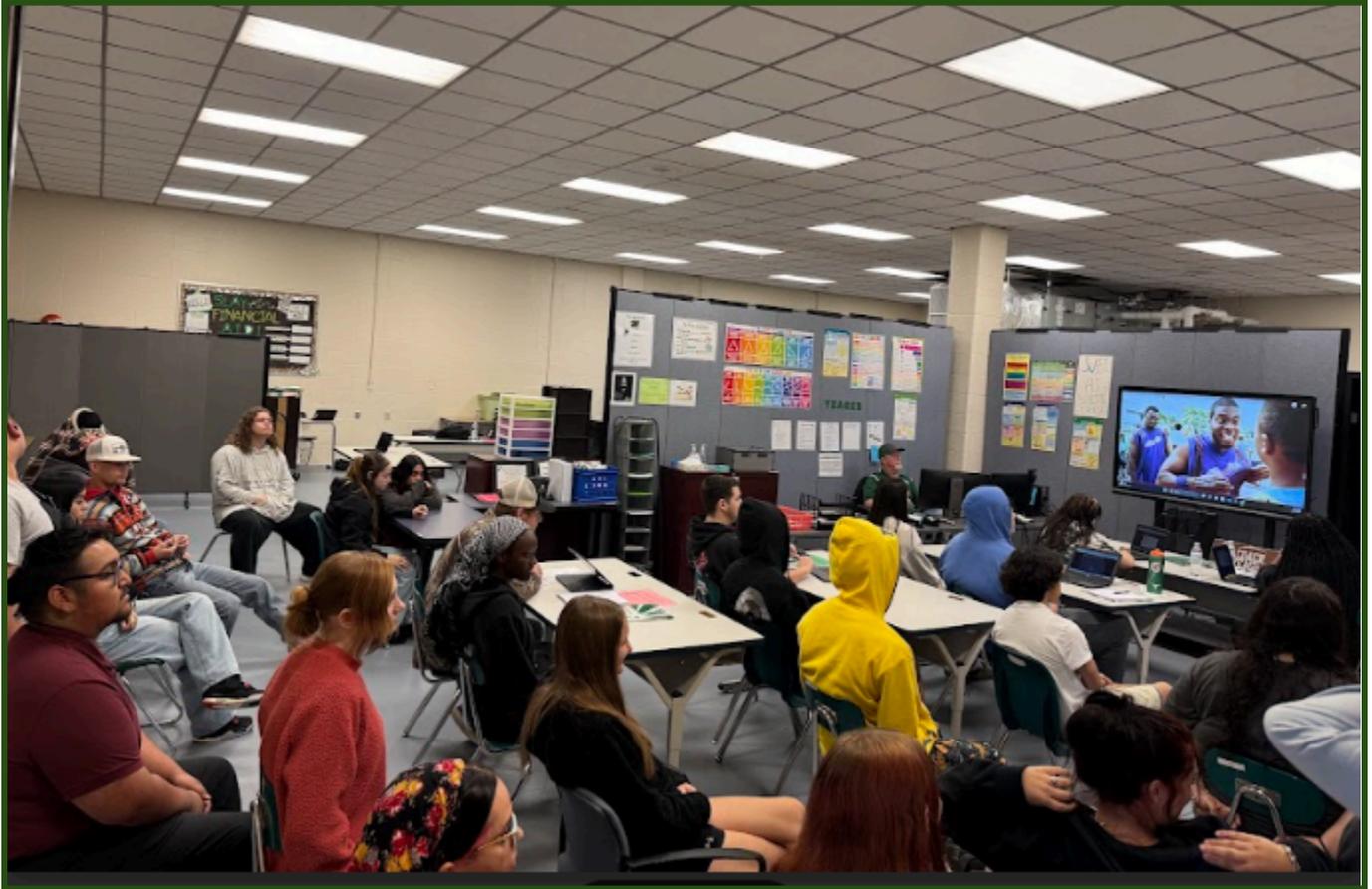


HSA August Student & Parent Orientation Sessions (August 12, 2025)





HSA WELCOME BACK TO SCHOOL STUDENT ORIENTATION (August 13, 2025)





A HUGE HSA Hornet Salute to:

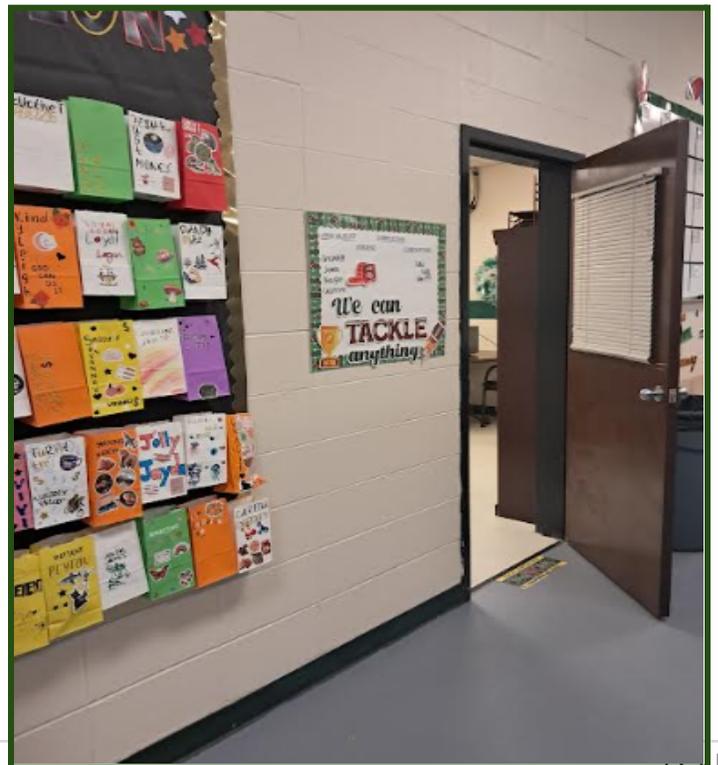
*Ms. Kristen Thomas, CIS Worker
&
RENU WELLNESS BAR
for the September Snacks:*

HSA STUDENTS AND STAFF THANK YOU!





HSA, CKH AFFIRMATION STATION, STUDENT OF THE WEEK, & CKH DAILY GREETING/WELCOMING OF STUDENTS TO HSA





AUGUST STAR COMPLETERS:





Thank you SHSU Office of Engagement for our SHSU Student Fall Volunteer



University Partnership – SHSU Student Worker

Ms. Johnson recently met with representatives from Sam Houston State University to secure a student worker for Hornet Success Academy this fall. The SHSU student will support office staff, students, and teachers while gaining valuable hands-on experience. In addition, she will be mentored by Ms. Johnson and equipped with job readiness skills to strengthen her future career path. This partnership reflects HSA's commitment to preparing both our students and future educators for long-term success.



HSA SEPTEMBER STUDENTS OF THE MONTH James Copenhaver & Vivian Rocha



Hornet Success Academy is proud to recognize James Copenhaver and Vivian Rocha as our Students of the Month. Both James and Vivian were selected for demonstrating exceptional character, commitment, hard work and outstanding attendance. As January graduates, they have shown remarkable perseverance and determination in reaching their goals. After leaving HSA, both plan to continue their education by pursuing post-secondary two-year trade school certificates. James and Vivian exemplify what it means to be Champion Hornets, and we are proud of their achievements.

Both students received a certificate, gift card and will go into a drawing at the end of the year for the opportunity to win an IPAD or Laptop (winner's choice) during the HSA End of the Year Barbecue which will be held in May 2026.



HSA SEPTEMBER TEACHER OF THE MONTH Mrs. Shanda Grassity, Social Studies Teacher



Hornet Success Academy proudly recognizes **Mrs. Shanda Grassity** as our Teacher of the Month. A proud Huntsville High School graduate and former Hornet herself, Ms. Grassity is now in her third year teaching Social Studies at HSA. She is known for her tireless dedication, motivating students, and pushing them to achieve their very best each day. Beyond the classroom, she continues to invest in students through her involvement in the community and HISD athletics. Her commitment, passion, and heart for giving back truly embody the spirit of a Champion Hornet.

When asked about working with students in HSA, Mrs. Grassity will tell you that she loves working with the students. It is a mission and a responsibility. It is rewarding to see them come in with doubt and to graduate with the confident belief that they are capable of achieving great things in life.

TED^x SHSU

TEDxSHSU 2025 Schedule
Pre-Events: September 29-30, 2025
Event: October 1, 2025

Sam Houston State University Main Campus
Huntsville, Texas

PRE-EVENT SCHEDULE

- Monday, September 29, On-Stage Rehearsals in the LSC Orange Ballroom,
[See sign-up sheet](#)
- Tuesday, September 30, On-Stage Rehearsals in the LSC Orange Ballroom,
[See sign-up sheet](#)
- Tuesday, September 30, 6:00, Dinner for Speakers, Coaches, and Leadership Team,
more information coming soon

TEDxSHSU EVENT SCHEDULE FOR OCTOBER 1, 2025

LIGHT CONTINENTAL BREAKFAST | 8:00 - 8:30 AM

Lowman Student Center, Room TBA

By invitation only; all speakers and coaches are invited.

SESSION 1 | 9:00 - 11:00 AM

The Cognitive and Biological Blocks Between You and Exercising
Danielle Garbarino

Go with the FLO: Unlock Your Emotional Genius
Haitrieu Nguyen

Defanging Alpha: What Wolves Can Teach Us About Leadership
Oliver Starr

Confessions of a Recovering Perfectionist
Alondra Anderson

From Taboo to Training Tool: Rethinking the Menstrual Cycle in Athletic Performance
Jennifer Bunn

LUNCH | 11:15 AM - 12:30 PM

Lowman Student Center, Room TBA

By invitation only; Speakers required, Coaches optional.

SESSION 2 | 1:00 - 3:00 PM

How Smiling Builds Your Health, Wealth, and Legacy

Odell A. Bizzell II

Resurrecting the Dead: Opera and the Power of Storytelling

Rebecca Renfro

Through Their Eyes: Smart Glasses for Crime Scene Investigation

Chiamaka J. Femi-Adeyinka

The Strength Illusion: Why We Fear Vulnerability

Jessica Lovell

SESSION 3 | 3:30 - 5:30 PM

The Power in the Pivot

La-Toya Scott

The Road to Self-Reliance Begins with a Bike

Darren Grant

Off Script: How Black Women Can Reclaim Pleasure, Power, and Worth

Angela L. Jones

Words Have Weight: The Invisible Forces That Shape Our Lives

Sharonda Johnson

“Why Not?” How Spontaneity Can Transform Your Life

Timothy Sturtevant

RECEPTION | 5:30 - 6:30 PM

Lowman Student Center, Room TBA

By invitation only; all speakers and coaches are invited.

WESTMORELAND

ACADEMY

CAMPUS NEWS

September 2025

Total Enrollment: 13

HHS currently has 12 students

- African American 6
- Hispanic 3
- White 3
- Female 6
- Male 6

MPMS currently has 1 students

- African American 1
- Hispanic x
- White x
- Female x
- Male 1

Elementary currently has 0 students

- African American x
- White x
- Male x

Elementary Visitors

MPMS Visitors



MPMS Visitors



Mance Park Visitors



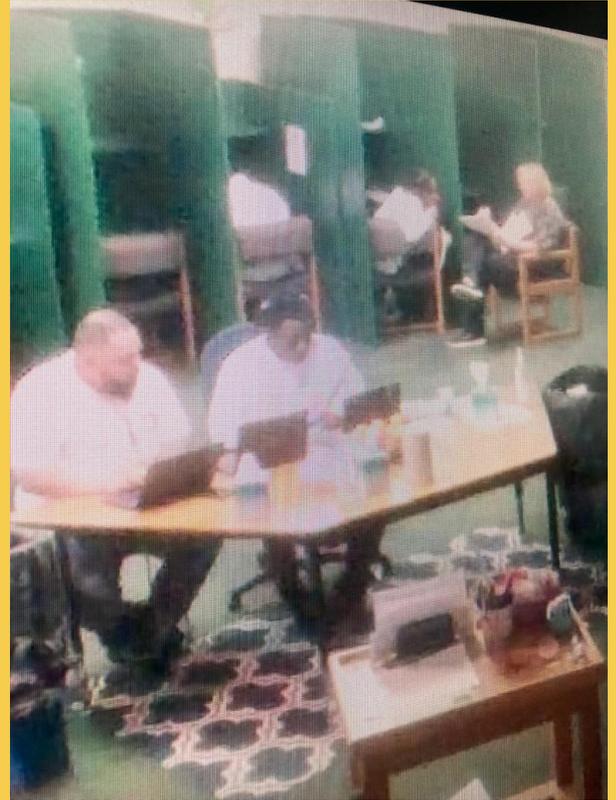
Mance Park Visitors



HHS Visitors



HHH Visitors



*Mance Park visits
students who are
now at HHL.*

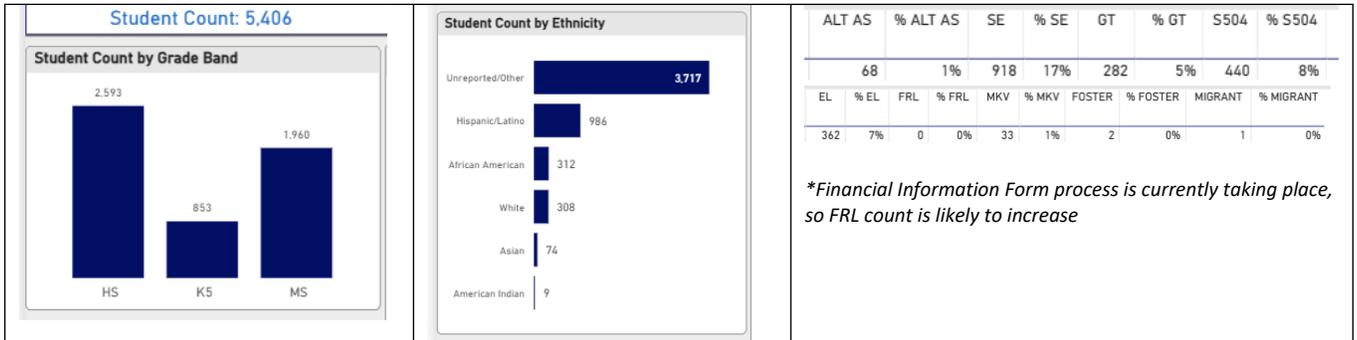


Westmoreland Sta



Texas Online Preparatory School

Enrollment Snapshot



August Highlights

		
<p>We kicked off the school year with teachers at our annual Convocation, where teachers committed to our purpose, vision, priorities, and goals.</p>	<p>We kicked off the school year with students with a Happy New Year back-to-school outing at 18 fun locations around the state!</p>	<p>TOPS ES, MS, and HS are now all recognized by TEA as Purple Star Designated campuses!</p>

September Priorities

- Effectively onboard new students. Increase engagement for new and returning students and learning coaches.
- Ensure TEA approval of TOPS ES Turnaround Plan.
- Continue deepening implementation of the PLC process. Use student-by-student data to make informed intervention decisions.
- Provide effective professional development and coaching for administrators and teacher leaders on implementing an effective instructional management cycle.
- Provide effective professional development and coaching for teachers on Research-Based Instruction Strategies (RBIS) and how to implement both asynchronously and live.
- Effectively launch our revamped MTSS process.

Discipline by Offense

Huntsville Elementary

School Year: 2026

Offense Code(s): All

Incident Date Range: 08/13/2025 - 09/11/2025

Grad Year(s): All

Student Range: AAA ZZZ

1402	CAMPUS DISRUPTION	Total Incidents: 1
1403	CLASS DISRUPTION	Total Incidents: 1
1411	INAPPROPRIATE LANGUAGE/GESTURES/	Total Incidents: 1

Discipline by Offense

Scott Johnson Elementary

School Year: 2026

Offense Code(s): All

Incident Date Range: 08/13/2025 - 09/11/2025

Grad Year(s): All

Student Range: AAA ZZZ

1403	CLASS DISRUPTION	Total Incidents: 8
1407	EXCESSIVE TALKING, DISRUPTION, ACTING	Total Incidents: 1
1410	INAPPROPRIATE LANGUAGE/GESTURES	Total Incidents: 1
1412	INAPPROPRIATE PHYSICAL CONTACT	Total Incidents: 4
1413	INAPPROPRIATE PHYSICAL CONTACT	Total Incidents: 16
1416	MISCONDUCT NOT LISTED (DESCRIBE)	Total Incidents: 1
41	FIGHTING	Total Incidents: 1

Discipline by Offense

Stewart Elementary

School Year: 2026

Offense Code(s): All

Incident Date Range: 08/13/2025 - 09/11/2025

Grad Year(s): All

Student Range: AAA ZZZ

1402	CAMPUS DISRUPTION	Total Incidents: 4
1403	CLASS DISRUPTION	Total Incidents: 10
1410	INAPPROPRIATE LANGUAGE/GESTURES	Total Incidents: 4
1411	INAPPROPRIATE LANGUAGE/GESTURES/	Total Incidents: 2
1412	INAPPROPRIATE PHYSICAL CONTACT	Total Incidents: 2
1413	INAPPROPRIATE PHYSICAL CONTACT	Total Incidents: 5
1416	MISCONDUCT NOT LISTED (DESCRIBE)	Total Incidents: 1
1417	PERSONAL TELECOMMUNICATION DEVICE	Total Incidents: 1
1420	REFUSAL TO FOLLOW ADMINISTRATIVE	Total Incidents: 1
1422	SKIPPING/TRUANCY	Total Incidents: 2
21	CONDUCT CODE VIOLATION	Total Incidents: 2
35	FALSE ALARM	Total Incidents: 1

Discipline by Offense

Samuel W. Houston Elementary

School Year: 2026

Offense Code(s): All

Incident Date Range: 08/13/2025 - 09/11/2025

Grad Year(s): All

Student Range: AAA ZZZ

1402	CAMPUS DISRUPTION	Total Incidents: 1
1403	CLASS DISRUPTION	Total Incidents: 2
1404	DISHONESTY	Total Incidents: 1
1412	INAPPROPRIATE PHYSICAL CONTACT	Total Incidents: 1
1413	INAPPROPRIATE PHYSICAL CONTACT	Total Incidents: 3
1419	REFUSAL TO DO CLASS/HOMEWORK,	Total Incidents: 5
1420	REFUSAL TO FOLLOW ADMINISTRATIVE	Total Incidents: 1
1427	VANDALISM/MISCHIEF (SCHOOL	Total Incidents: 4

Discipline by Offense

Mance Park Middle School

School Year: 2026

Offense Code(s): All

Incident Date Range: 08/13/2025 - 09/11/2025

Grad Year(s): All

Student Range: AAA ZZZ

1402	CAMPUS DISRUPTION	Total Incidents: 3
1403	CLASS DISRUPTION	Total Incidents: 13
1405	DRESS CODE/ID BADGE VIOLATION	Total Incidents: 1
1407	EXCESSIVE TALKING, DISRUPTION, ACTING	Total Incidents: 1
1408	FAILURE TO SERVE DISCIPLINE	Total Incidents: 1
1410	INAPPROPRIATE LANGUAGE/GESTURES	Total Incidents: 16
1411	INAPPROPRIATE LANGUAGE/GESTURES/	Total Incidents: 10
1412	INAPPROPRIATE PHYSICAL CONTACT	Total Incidents: 2
1413	INAPPROPRIATE PHYSICAL CONTACT	Total Incidents: 24
1417	PERSONAL TELECOMMUNICATION DEVICE	Total Incidents: 5
1420	REFUSAL TO FOLLOW ADMINISTRATIVE	Total Incidents: 2
1422	SKIPPING/TRUANCY	Total Incidents: 4
1424	TARDY	Total Incidents: 1
1425	THEFT	Total Incidents: 2
1427	VANDALISM/MISCHIEF (SCHOOL	Total Incidents: 1
21	CONDUCT CODE VIOLATION	Total Incidents: 16
26	TERRORISTIC THREAT	Total Incidents: 1
28	ASSAULT AGAINST STUDENT	Total Incidents: 2
41	FIGHTING	Total Incidents: 3
62	MARIJUANA/ THC	Total Incidents: 1

Discipline by Offense

Huntsville High School

School Year: 2026

Offense Code(s): All

Incident Date Range: 08/13/2025 - 09/11/2025

Grad Year(s): All

Student Range: AAA ZZZ

1400	BRINGING INAPPROPRIATE MATERIALS	Total Incidents: 1
1402	CAMPUS DISRUPTION	Total Incidents: 3
1403	CLASS DISRUPTION	Total Incidents: 21
1405	DRESS CODE/ID BADGE VIOLATION	Total Incidents: 1
1407	EXCESSIVE TALKING, DISRUPTION, ACTING	Total Incidents: 8
1410	INAPPROPRIATE LANGUAGE/GESTURES	Total Incidents: 2
1411	INAPPROPRIATE LANGUAGE/GESTURES/	Total Incidents: 3
1415	NUISANCE BEHAVIOR	Total Incidents: 2
1416	MISCONDUCT NOT LISTED (DESCRIBE)	Total Incidents: 10
1417	PERSONAL TELECOMMUNICATION DEVICE	Total Incidents: 59
1419	REFUSAL TO DO CLASS/HOMEWORK,	Total Incidents: 2
1420	REFUSAL TO FOLLOW ADMINISTRATIVE	Total Incidents: 12
1422	SKIPPING/TRUANCY	Total Incidents: 56
1423	SMOKING/TOBACCO USE	Total Incidents: 1
1424	TARDY	Total Incidents: 129
1425	THEFT	Total Incidents: 1
21	CONDUCT CODE VIOLATION	Total Incidents: 1
26	TERRORISTIC THREAT	Total Incidents: 1
27	ASSAULT EMPLOYEE	Total Incidents: 3
28	ASSAULT AGAINST STUDENT	Total Incidents: 1
41	FIGHTING	Total Incidents: 2
61	BULLYING	Total Incidents: 2
62	MARIJUANA/ THC	Total Incidents: 11

SEPTEMBER PBK MONTHLY REPORT

11 month walk through is set for Thursday 9/11 for all campuses.

Mance Park Track:

- Sprinkler work at the upper field is complete and sprinkler work has started on the main field
- Upper field has been graded, resod, and control box has been relocated.
- The dirt work and the curb around the track has been completed. Base has arrived. Paving and asphalt to follow up and start early September. A new pilot channel has also been poured, and all storm work has been completed.
- Prime has Conex box locations. Waiting for the boxes to come in
- Shot put and Discus locations have been confirmed and are ready to be poured and placed. The district is currently using the spots as practice fields.

Mance Park Phase 3:

- Prime is working on completing the commissioning punch list.

HHS Auditorium

- Demo and abatement work has been completed
- The acoustical wall panels are installed
- The ceiling and stage area has been painted
- Rigging is complete waiting on curtains and theatrical lighting to come in
- House lighting is currently being installed

Huntsville Independent School District

District Improvement Plan

2025-2026



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Comprehensive Needs Assessment

Revised/Approved: May 7, 2025

Demographics

Demographics Summary

Located in Walker County, north of Houston, Huntsville, Texas has a population of 48,552. The median household income is \$45,401 with a poverty rate of 24.4%. Approximately 87% of the citizens have a high school diploma or greater and 26% have a B.S. or higher. The three top employers are Texas Department of Criminal Justice (4372), Sam Houston State University (2417), and Huntsville Independent School District (980).

Our district spans 650 square miles and consists of 6 brick and mortar campuses and 3 online campuses. The total student enrollment has fluctuated over the last 3 years 11,273 (2023) and 11,296 (2024) and 10,962 (2025) . In 2025 the enrollment at the brick-and-mortar campuses increased 23 students while the online campuses reflected a decrease of 334 students. TAPR data for the 2023-2024 school year reflected an ethnic breakdown of 21.4% African American, 40.4% Hispanic and 31.9% White. 68.2% of our students are Economically Disadvantaged, 14.9% are Emergent Bilingual, 57.6% are considered at-risk, 3.5% are homeless, 0.1% are in foster care, 8.8% are Section 504, 5.4% are dyslexic and 14.7% receive special education services. Of the 1659 students receiving special education services, the primary disabilities identified are 47%-intellectual, 19.7% - behavioral, 12.3%-physical, 20.1%-Autism and 1%- Non-categorical early childhood. The district's mobility rate for 22-23 was 19.3% which exceeds the state rate of 16.1%. A continuum of special education services is provided for eligible students.

Our district has an Early Exit model for the bilingual program in Spanish for grades PK-5 and has applied for a Bilingual Exception/ESL Waiver every year for the past 13 years. ESL services are offered to eligible students with languages other than English. There are over 35 different home languages other than English in the district. Spanish, Arabic and Urdu are the top three. The district will continue to work to make communications available in Spanish, as well as other languages.

80.6% of our students graduated on the distinguished level achievement plan, 1.3% graduated with the foundational plan with an endorsement, 18.1% graduated on the foundation plan without an endorsement. The 4-year graduation rate increased 0.5% from the class of 2022 to the class of 2023. Our attendance rate for 2022-2023 was 96.1% which was higher than both the state and the region. The Chronic Absenteeism for 2022-2023 was 12.3%, up 1.2% from the 21-22 SY but less than the state and the region. The high school dropout rate increased 1% from 2.9% in 21-22 to 3.9% in 22-23. 75.9% of the Class of 2023 were College, Career or Military Ready, which was an increase over the prior year.

The teaching staff is 72.5% female and 27.5% male. The percent of teachers with a masters degree has decreased from 14.9% (2023) to 13% in 2024. The

turnover rate for teachers was 29.4%, which is a 3.5% decrease over the prior year. The teaching staff is 16.5% African American, 12.3% Hispanic and 69.7% White and .5% Asian, and .2% Pacific Islander, and .7% 2 or more races. The turnover data indicates a need to continue to provide the teacher mentor program because of its positive impact. The district uses and will need to continue to use the Instructional Coaching model, a student data system, such as Eduphoria and the Professional Learning Communities framework, professional development, and other instructional supports to build teacher capacity and increase teacher retention.

The Sustainable Residency Continuation Grant program and the Teacher Incentive Allotment are district retention and recruitment tools that will need to be continued to provide quality teachers for our students.

The district will continue to address identified needs for a more robust Pre-AP program and test preparation for AP math and science students. The district will continue to provide ongoing support and professional development for all personnel working to provide effective bilingual and ESL programs to meet the second language acquisition needs of our students.

The district will develop strategies to address identified needs for a more robust Pre-AP program and test preparation for AP math and science students. District ongoing support and professional development for all personnel working to provide effective bilingual and ESL programs to meet the second language acquisition needs of our students continues to be a need.

Demographics Strengths

The Region 6 Service Center and Sam Houston State University are located in our school district. The ability to collaborate with these two entities is a benefit to our district. "A Time 2 Read" volunteer program supports second graders in all 4 elementary schools. The "A Time to Read" program has over 200 volunteers who work with second graders at all 4 local elementary campuses to support literacy instruction.

Our Social Services Dept. and church partnerships all work to support the students and staff in the district. The Walker County Chamber of Commerce Promoting our Positives (POP) committee supports and advocates for our students and our schools. The Huntsville Education Foundation (HEF) provides grants to HISD teachers to implement innovative instruction.

Huntsville Elementary, Mance Park Middle and Scott Johnson Elementary have all attained Model PLC School status through Solution Tree.

Positions funded with the state special allotment and federal funds are evaluated every year for necessity and effectiveness. The district will continue to provide extracurricular and co-curricular activities to students. Over 1,450 students participate in 23 athletic programs offered by the district. The Huntsville Hornet Military Marching band has over 170 members.

Our district provides:

- 12 of the 14 career clusters recognized by TEA.
- 18 programs of study in Career and Technical Education.
- 12 Advanced Placement (AP) courses.
- Dual Credit partnerships with Lone Star College, Sam Houston State University, and Lamar University.
- OnRamps partnership with the University of Texas. Courses include US History and Arts and Entertainment.
- Full day Pre-Kindergarten with >78% of the students “kindergarten ready” by the end of the year
- Interventionists (academic) for grades K-8 and Instructional Coaches PreK-12
- Bilingual Instructional Specialist
- Safety Town – A health and safety program for 1st graders in collaboration with community partners
- Social Services Department

The Class of 2024 earned over 7.6 million dollars in scholarships. 9 students from the Class of 2024 were awarded the Smith Hutson scholarship through Sam Houston State University.

The district Unified Basketball team returned to the State tournament in 2024 and 2025 placing 2nd in the state.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In the 2023 RDA, the district has been identified as significantly disproportionate in areas 14 and 18 for SPED African American ethnicity.

Root Cause: Fidelity of implementation of behavior MTSS and alternate consequences. Fidelity of implementation of Tier I SEL.

Student Learning

Student Learning Summary

The continued collaborative revision of our district aligned curriculum documents helped address the academic needs evidenced in the 2023 STAAR scores. More revisions will be made to the documents this year based on student data and feedback from teachers. Work will continue to refine the MTSS process at each campus to ensure that strategies and processes are in place. To meet the defined needs, instructional support for the staff will be delineated and students will continue to receive targeted intervention/enrichment. Social and emotional needs will continue to be addressed as this continues to be a need. Specific social/emotional curriculum has been implemented for Tier 1 instructional needs. Resources to support this endeavor will continue to be evaluated through our district MTSS committee. In addition, the district provides Home/School Liaisons to support students/families by connecting them to community resources, meeting immediate physical needs, and providing other supports that ensure students' basic needs are met for them to attend school ready to learn.

The 2024 results of our Special Education students on All Grades All Subjects (39% Approaches, 20% Meets, 4% Masters) showed slight decline from the prior year (43% Approaches, 24% Meets, 7% Masters). These results indicate the need to continue focusing on our programming in place for these students. We must make sure Individualized Education Plans (IEP's) are being followed and accommodations are being carried out with fidelity.

Our Emergent Bilingual students' (EB) performance on 2024 STAAR All Grades All Subjects (60% Approaches, 29% Meets, 6% Masters) decreased in all 3 performance levels compared to 2023 (64% Approaches, 32% Meets, 9% Masters). The district utilizes an EL Instructional Specialist and Bilingual Instructional Coach to address identified needs, monitor program implementation, provide ongoing professional development, coaching and instructional support for teachers of EB students. Due to district realignment and restructuring, the current bilingual program will now serve PK-5 students.

The district percent of College, Career, and Military Ready Graduates increased from 66.3% in 2022 to 75.9% in 2023. The online high school continues to investigate ways their students can earn CCMR points and has made significant gains. They are limited to the approved online courses through the state. The district has worked to provide and increase opportunities and resources for students to become college, career and military ready. A district team meets routinely to address this issue.

2024 STAAR results for EOC's showed increases over their prior year for Algebra I, Biology, US History and English 2 and STAAR increased in Grade 4 Reading. District 3-8 STAAR results showed decreases in all other tested areas.

Student Learning Strengths

2024 STAAR results for EOC's showed increases over their prior year for Algebra I, Biology, US History and English 2 and STAAR increased in Grade 4 Reading.

EOC Biology showed an overall increase in performance levels at the approaches and meets level. EOC Algebra I and English 2 increased in all performance levels or remained the same.

The collaborative work of the teachers and instructional coaches within their professional learning communities has resulted in improved lesson design, lesson planning, lesson implementation, formative and summative assessment, data analysis, targeted intervention, and enrichment. Support of this work will need to continue to increase teacher capacity and improve academic achievement.

A shift to student-owned learning is continuing to be a focused area for student growth. Students are tracking their learning and determining their areas of strength and the areas in which they need more instruction and support. This work will need to continue to develop and be supported to increase its effectiveness, student growth and student achievement.

Percent of students participating in AP testing increased from 8.6% in 2022 to 12.5% in 2023.

Graduation rate increased .5% in 2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2024 STAAR All Students, All Subjects approaches and above performance level decreased to 66% from 70% the prior school year.

Root Cause: Need to increase differentiated Tier 1 instructional support for new and DOI teachers in order to improve lesson planning, lesson implementation and student achievement.

Problem Statement 2 (Prioritized): For all grades and all subjects on STAAR 2024, 60% of the Emergent Bilingual (current & monitored) students were at the approaches standard, 29% at meets and 6% at masters.

Root Cause: Lack of consistent implementation and monitoring of EB strategies and best practices at the Tier 1 level. The availability to have certified bilingual and ESL teachers also impacts student performance.

Problem Statement 3 (Prioritized): For all grades and all subjects on STAAR 2024, 39% of the Special Education students were at the approaches standard, 20% at meets and 4% at masters. These were decreases from 2023 and continue to fall below the state average.

Root Cause: Differentiating instruction and lack of understanding and implementation of IEP's with fidelity.

Problem Statement 4 (Prioritized): 3-8 Reading STAAR scores decreased by 5% from 2023 to 2024 and is 10% below the State average.

Root Cause: Uniformity in Reading diagnostics/screeners across all campuses and grade levels and fidelity of implementation of district approved Reading curriculum. Quality of Tier 1 instruction and high number of DOI and first year teachers.

District Processes & Programs

District Processes & Programs Summary

Currently the district is using common formative assessments, unit tests, benchmarks, iReady to assess student progress and learning. The results are used to plan instruction, interventions and extensions. Local assessments are aligned to the written curriculum. The district has provided uniform resources across the 4 elementary campuses and aligned those resources to include PK and 5th grade at each campus. Only research based instructional resources that are aligned with the state standards are purchased and distributed to campuses. Training for the resources is scheduled and delivered in a manner that is deemed to be most effective. Instructional coaches are provided on campuses to support teachers in planning, delivering and evaluating quality lessons aligned to the curriculum. The district also works with various consultants to provide ongoing leadership development and support to review the progress of the campuses and the district. These consultants are vital to the continued growth and progress of the instructional achievement of the district. Principals are then using information from the leadership coaching and training to guide their campuses on next steps to improve overall student learning and teacher instruction. The PLC framework aides in building the capacity of teachers to better plan, implement and assess instruction.

Istation is provided for our early childhood EBs. Rosetta Stone is provided for older students. Summit K-12 is to support English Language Acquisition for all EB students in grades 2nd -12th to prepare them for the TELPAS assessment.

The district has provided a Director of Professional Learning who will help develop and oversee a new teacher support program. The results of the program will be monitored and evaluated to determine its effectiveness. In addition, the district level committee has expanded and modified the Teacher Incentive Allotment (TIA) program to enhance recruitment and retention efforts by increasing the number of teachers eligible to earn TIA designations. The district continues to broaden its reach in regard to job fairs and other networking sources to fill open positions with qualified and effective teachers. The district is continuing its TCLAS Resident Program. The district will pay 5 residents \$20,000 a year in the effort to retain them as teachers long term.

The district has provided written procedures and expectations regarding Curriculum and Instruction. The district is continuing to evaluate and revise some district processes/procedures, while identifying other processes/procedures that need to be clearly articulated and communicated. The district has also created the HISD Curriculum Management System (CMS) to house all district curriculum documents for teachers to use to plan instruction. The system is reviewed and updated, as needed.

Capturing Kids Hearts (CKH) has been rolled out across all grade levels district-wide and Quaver (PK-5) continue to be used to help address the social and emotional needs of our students and to remove potential barriers to student achievement. The district needs to develop a plan and provide resources and training in culturally responsive classrooms/campuses to address the needs of the under-performing student groups. The social/emotional component of Edgenuity continues to meet the needs of students participating in the Disciplinary Alternative Education Program and for special programs. A Community in Schools

representative has been added to the high school campus to support the social and emotional students on that campus with community support. The district is exploring additional research-based program interventions at identified campuses to address the ongoing social and emotional needs of students and Tier I support for staff.

The district Rtl Handbook has been completed. Ongoing training and support need to be provided to ensure the understanding and effective implementation of the program. Systems need to be developed to monitor the effectiveness of the program.

The district needs to provide a professional development plan that addresses all levels of teacher experience, as well as specific teacher needs. Professional development should be personalized for teachers. More parent support, outreach, and training needs to be provided (classes, meetings, round table discussions). There is discussion of forming a parent advisory committee to gather parent input and ideas.

District Processes & Programs Strengths

The New Teacher Academy has been created for teachers who are new to the profession and will support all new teachers in their first (2) years. The district uses the T-TESS teacher evaluation system to support teacher growth by identifying areas for refinement and reinforcement. T-TESS walkthrough and evaluation forms are being evaluated for effectiveness and revised when necessary.

Campus-based instructional coaches are provided to support teachers in lesson planning, lesson implementation and assessment. The coaches work closely with the district and campus administration to align instruction and resources.

The teacher turnover rate decreased by 1% from the previous year. The district has initiated a variety of steps to address the needs of the district. An increase in the bilingual educators stipend and the expansion of who qualifies for the stipend was approved by the Board . The district has increased the urgency and focus on obtaining employees voice and concern. With the input of the new HRIS Operating system, the district is striving for greater accuracy with all data to ensure greater customer service for all employees.

The district has also hired a Director of Professional Learning to develop and coordinate an exceptional district professional development plan. In addition, the new Director will also provide streamlined mentorship and professional learning to all 1st year teachers and teachers who are hired under the umbrella of District of Innovation. The district will pilot a new MobileMind Professional Learning HUB for all teachers. This HUB will provide micro-learning courses on a broad range of "need to know" topics for new teachers. The district hopes to expand the learning HUB to include all staff within the district once the pilot has been completed this year.

The district will continue to find ways to support teachers of all experience levels. Improved campus leadership has resulted in a positive climate and instructional practices. The district is consolidating two campuses and adding a 5th grade to all elementary campuses and a 6th grade to the district middle school. The

purpose is to limit the amount of transitions for students and to maximize resources for the district. In addition, employees will have an opportunity to truly make an impact with students over the course of their educational career.

The district continues to build the capacity of its instructional coaches by providing professional learning opportunities through the use of various content, instructional, and coaching consultants.

Professional Learning Communities continue to be beneficial to the teachers and campuses. The scheduled time allows staff to discuss and plan for instructional lessons, interventions, and enrichments.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): 2024 STAAR scores for ALL students in Math are 15% lower in Meets Grade Level than the state average and 18% lower than the average within Region 6.

Root Cause: Limited access to experienced and fully certified teachers in core content areas.

Problem Statement 2 (Prioritized): The teacher turnover rate for 2024 was 29.4% which is 10.3% higher than the state average.

Root Cause: Inconsistencies across the district in providing differentiated support to new teachers and DOI teachers who have not received traditional educator preparation prior to entering the classroom.

Perceptions

Perceptions Summary

Vision may be revised~

Vision: All students thrive as lifelong learners and global citizens prepared for the futures they create.

Mission:

In HISD, we believe in the power of education to transform lives by instilling a love for learning, nurturing leadership qualities and providing a safe environment, and foundation for success. We are dedicated to Building Champions who will make positive contributions to their communities and the world beyond while fostering personal growth, celebrating diversity and instilling a sense of civic responsibility. Our mission is to graduate well-rounded individuals who not only excel academically but also possess strong character, integrity and a commitment to making a positive impact on society.

Beliefs:

1. All students can learn.
2. All students deserve opportunities to take ownership of their learning.
3. Diversity is essential to dynamic learning environments.
4. Real world applications connect all students to content and skills.
5. All students are best served in schools by building positive relationships and connections inside and outside of school to help prepare them for the real world.
6. All teachers are facilitators guiding students to deeper, profound learning through differentiated, meaningful lessons.
7. Teamwork, resources, and communication are essential at all levels

The community has been very supportive of the district and campuses. Church and business partners continue to support the efforts of the district through teacher appreciation events, student rewards, school store donations, etc. Hundreds of community members participate in the A Time to Read program that supports second grade literacy. Student growth led to increased accountability ratings for most of the campuses. The district was the presenting sponsor for CASA's All About Kids Expo. The event helped to connect community members to a wide range of activities and resources for kids that are available in Huntsville. The district needs to continue its efforts to engage families and the community in the education of our students. Holding campus and district level events will provide opportunities for all stakeholders to support student learning.

Perceptions Strengths

The HISD community overwhelmingly passed a school bond issue in May of 2021. Projects began in the summer of 2022 and continued throughout the 2023-2024 school year. In the last six months, we have opened several of our new and renovated facilities that provide safe modern spaces that our students, staff and community which has increased a sense of pride. These include the well received (and first ever) Huntsville ISD Stadium and Baseball and Softball Complex. We are looking forward to opening our district's new Performing Arts Center (PAC) at Huntsville High School.

The new campus alignment begins this 2024-25 school year, which will reduce the number of transitions for our students.

The district staff and community supported our Hornet student-athletes by attending district, area regional and state events across the state. The district is now known for Building Champions in the classroom and in academic and athletic competitions. Hornet Champions are also experiencing success in fine arts and CTE competitions.

Partnerships have been fostered with local media, Henson Motors, Wiesner of Huntsville, Huntsville Toyota, Homes for Heroes, A Time2Read, Sam Houston State University and the Walker County Chamber of Commerce, local churches and other community groups to support the students and staff of HISD.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on 2023 data, the risk ratio of Out of School Consequences (OSS Removal) for African American in Special Education is has increased from 2.6 to 3.3 from 2020-21 to 2023-24.

Root Cause: Lack of consistent ongoing cultural awareness training for teachers and staff that focuses on working with students of different backgrounds- socio-economic status, race and ethnicity.

Priority Problem Statements

Problem Statement 1: For all grades and all subjects on STAAR 2024, 60% of the Emergent Bilingual (current & monitored) students were at the approaches standard, 29% at meets and 6% at masters.

Root Cause 1: Lack of consistent implementation and monitoring of EB strategies and best practices at the Tier 1 level. The availability to have certified bilingual and ESL teachers also impacts student performance.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: For all grades and all subjects on STAAR 2024, 39% of the Special Education students were at the approaches standard, 20% at meets and 4% at masters. These were decreases from 2023 and continue to fall below the state average.

Root Cause 2: Differentiating instruction and lack of understanding and implementation of IEP's with fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 2024 STAAR scores for ALL students in Math are 15% lower in Meets Grade Level than the state average and 18% lower than the average within Region 6.

Root Cause 3: Limited access to experienced and fully certified teachers in core content areas.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: The teacher turnover rate for 2024 was 29.4% which is 10.3% higher than the state average.

Root Cause 4: Inconsistencies across the district in providing differentiated support to new teachers and DOI teachers who have not received traditional educator preparation prior to entering the classroom.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: 3-8 Reading STAAR scores decreased by 5% from 2023 to 2024 and is 10% below the State average.

Root Cause 5: Uniformity in Reading diagnostics/screeners across all campuses and grade levels and fidelity of implementation of district approved Reading curriculum. Quality of Tier 1 instruction and high number of DOI and first year teachers.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Based on 2023 data, the risk ratio of Out of School Consequences (OSS Removal) for African American in Special Education is has increased from 2.6 to 3.3 from 2020-21 to 2023-24.

Root Cause 6: Lack of consistent ongoing cultural awareness training for teachers and staff that focuses on working with students of different backgrounds- socio-economic status, race and ethnicity.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 2024 STAAR All Students, All Subjects approaches and above performance level decreased to 66% from 70% the prior school year.

Root Cause 7: Need to increase differentiated Tier 1 instructional support for new and DOI teachers in order to improve lesson planning, lesson implementation and student achievement.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 1: Increase the percent of students at each of the Approaches, Meets, and Masters Level on STAAR by 5%. (Domain I)

Evaluation Data Sources: Data from district and state assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: District leadership team will analyze district and state level assessments to create a plan of action centered on increasing the percentage of students meeting the state and district standards.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all core areas. Staff Responsible for Monitoring: Director of Teaching & Learning</p> <p>Results Driven Accountability Problem Statements: District Processes & Programs 1, 2 Funding Sources: STRIVE Accountability Coaching & Workshops - 255 - Title II, Part A - \$36,600</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten through grade 12 teachers will utilize student data from benchmarks, common formative assessments, etc. to analyze student performance, instructional effectiveness, and provide research-based interventions and progress monitoring.</p> <p>Strategy's Expected Result/Impact: Increased student achievement through targeted instruction/interventions. Staff Responsible for Monitoring: Director of Teaching & Learning</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the district-wide, systemic Response to Intervention (RTI) model for academic and behavioral needs to include research based interventions, progress monitoring for identified students, and social and emotional curriculum and supports.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: 504, Dyslexia, and RTI Coordinator</p> <p>Funding Sources: PBIS Conference - 289 - Title IV, Part A, Sub 1 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Communicate and monitor fidelity of district-wide instructional and behavioral systems through School Improvement for All (SIFA) checks to increase student achievement, review progress, and determine next steps.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Accountability and Assessment</p> <p>Funding Sources: Leadership Retreat /Meeting expenses - 255 - Title II, Part A - \$10,410</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor interventions and academic and behavioral progress for students placed in a DAEP who meet the requirements stated in Chapter 37.006, TEC and implement transition plans for each student upon their return to their home campus from DAEP.</p> <p>FTE 8</p> <p>Strategy's Expected Result/Impact: Increased student achievement ,attendance and graduation rates; reduced recidivism and dropout rates</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide all day Pre-K for eligible students who are identified as At-Risk.</p> <p>FTE 8.5</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide core academic interventionists to increase student achievement and graduation rate.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement through one-on-one student instruction.</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p> <p>Funding Sources: RTI Specialist & Reading Interventionist MPMS & HHS - 211 - Title I, Part A - \$154,722</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide high-quality, academic instructional coaches to support teachers through professional development, mentoring and modeling and provide quality professional development for instructional coaches to support teachers.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement through one on one teacher training and support</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p> <p>Funding Sources: EB Instructional Coach - 255 - Title II, Part A - \$54,887</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Continue to monitor and address dropout and dropout recovery each grading period.</p> <p>Strategy's Expected Result/Impact: Reduction in dropout rate. Increased student achievement and attendance.</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p> <p>Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Continue the Hornet Success Academy alternative education program to support identified at risk students in earning their high school diploma. (required strategy: address dropout rate)</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate Reduce the dropout rate.</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: HSA Supplies - STARR Blitz and Mastery Prep Materials - 289 - Title IV, Part A, Sub 1 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Provide materials, resources, training, ongoing support and access to a variety of well-rounded educational and social-emotional learning resources and opportunities that will enrich the curriculum and educational experiences for students.</p> <p>Strategy's Expected Result/Impact: All students will have access to quality instruction and a well-rounded education. Academic achievement will increase</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p> <p>Funding Sources: Google Education - 289 - Title IV, Part A, Sub 1 - \$29,250, Supplies and resources for Fine Arts education, Honor Choir Stipends - 289 - Title IV, Part A, Sub 1 - \$14,000, Spelling Bee - 289 - Title IV, Part A, Sub 1 - \$1,200</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Continue to implement and monitor the instruction and assessment of foundational place value (TEK 3.2A) in grades 1-3.</p> <p>Strategy's Expected Result/Impact: Academic achievement in math will increase</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Develop and provide summer school programs focused on intervention needs, support for credit recovery, and enrichment opportunities.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Increased graduation rate</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p> <p>Results Driven Accountability</p> <p>Funding Sources: EB Camp Salaries, Supplies, & Snacks - 263 - Title III, Part A - \$6,336, Summer School - State Comp Ed - \$310,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

District Processes & Programs
<p>Problem Statement 1: 2024 STAAR scores for ALL students in Math are 15% lower in Meets Grade Level than the state average and 18% lower than the average within Region 6.</p> <p>Root Cause: Limited access to experienced and fully certified teachers in core content areas.</p>

District Processes & Programs

Problem Statement 2: The teacher turnover rate for 2024 was 29.4% which is 10.3% higher than the state average. **Root Cause:** Inconsistencies across the district in providing differentiated support to new teachers and DOI teachers who have not received traditional educator preparation prior to entering the classroom.

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 2: Increase the percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Level on STAAR by 5%. (Domain III)

Evaluation Data Sources: Data from district and state assessment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student achievement through ongoing, in person and online professional development for teachers and all instructional staff with an emphasis on Instructional Leadership, Tier 1 Instruction, Classroom Management and Social/Emotional Learning.</p> <p>Strategy's Expected Result/Impact: Increase capacity of all instructional staff which will result in increased student achievement. Increased availability of professional development offerings for staff.</p> <p>Staff Responsible for Monitoring: Director of Professional Development</p> <p>Funding Sources: Training & TIII Symposium for EB Director - 263 - Title III, Part A - \$1,000, PD, Books and Supplies for ICs and Campus Leaders - 255 - Title II, Part A - \$40,281</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase technology integration into teaching and learning through sustained professional development.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity to integrate technology.</p> <p>Increase student achievement and college & career readiness.</p> <p>Staff Responsible for Monitoring: Executive Director of Technology</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor fidelity of implementation of accommodations and classroom support strategies for students with disabilities for effectiveness, student progress, and adjustments in student support plans as appropriate.</p> <p>Strategy's Expected Result/Impact: Increased student achievement of Special Education students. Reduced number of disciplinary removals of Special Education students.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p> <p>Results Driven Accountability</p> <p>Funding Sources: - IDEA B</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop a targeted and differentiated professional development plan for classroom teachers. Implement the New Teacher Academy for first year teachers, and District of Innovation (DOI) teachers. Provide extended learning opportunities through the MobileMind Learning HUB.</p> <p>Strategy's Expected Result/Impact: Increased teacher quality and effectiveness Increased teacher retention Increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Professional Development</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue professional development for teachers of EB students on sheltered instruction, ELPS, PLDs and other research-based strategies to increase student achievement. Continue PD specific to the bilingual program such as building a foundation in Spanish literacy and transitioning from Spanish to English.</p> <p>Strategy's Expected Result/Impact: Increase English language acquisition and student achievement of EBs.</p> <p>Staff Responsible for Monitoring: Director of Emergent Bilingual</p> <p>Results Driven Accountability</p> <p>Funding Sources: Title III Symposium - 263 - Title III, Part A - \$2,038</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement and monitor a district English language acquisition progress monitoring system and provide training on interpreting language data and using it to inform instruction. (Summit K12, TELPAS Bootcamp, PLDs)</p> <p>Strategy's Expected Result/Impact: Increase number of EBs meeting TELPAS progress Increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Emergent Bilingual</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Monitor and provide support for the Bilingual/ESL programs working to identify and address areas of need related to second language acquisition strategies, student achievement, and program improvements.</p> <p>Strategy's Expected Result/Impact: Increased achievement of EBs in all content areas.</p> <p>Staff Responsible for Monitoring: Director of Emergent Bilingual</p> <p>Results Driven Accountability</p> <p>Funding Sources: Rosetta Stone - 263 - Title III, Part A - \$6,000, Instructional Supplies - 263 - Title III, Part A - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Hire and retain Bilingual Classroom Instructional Assistants to supplement instruction for EBs.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement for EBs. Increased number of EBs meeting TELPAS progress measure.</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p> <p>Funding Sources: Bilingual IAs - 263 - Title III, Part A - \$110,187</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Ensure students experiencing homelessness are monitored and supported to reduce the dropout rate (include in monthly campus check-ups)</p> <p>Strategy's Expected Result/Impact: Reduced number of Homeless dropouts Increased achievement of students experiencing homelessness</p> <p>Staff Responsible for Monitoring: Director of Accountability and Assessment</p> <p>Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide a GT Specialist to support classroom teachers with the development and implementation of instructional strategies to meet the needs of our gifted learners.</p> <p>Strategy's Expected Result/Impact: Increase in the percentage of gifted students scoring at the masters level.</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p> <p>Funding Sources: GT Specialist Salary - 255 - Title II, Part A - \$54,612</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 3: Increase the number of students meeting criteria to earn a College, Career and Military Readiness point by 5%. (HB 3 Goal, Domains I, II, III)

HB3 Goal

Evaluation Data Sources: CCMR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Exposing and offering students the opportunity for success beyond high school by providing coursework and job related activities to increase acceptance and participation in colleges, universities, technical schools and the military.</p> <p>Strategy's Expected Result/Impact: Increased number of students that graduate college, career or military ready.</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p> <p>Funding Sources: College Bridge - 289 - Title IV, Part A, Sub 1 - \$10,125, Honest Game - 289 - Title IV, Part A, Sub 1 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure the systematic data review and monitoring of individual EBs, and other special populations at the high school level to ensure they are on track to graduate college and career ready with their cohort.</p> <p>Strategy's Expected Result/Impact: Increased number of EBs and other special populations graduating with their cohort Increase in the number of EB and OSP college and career ready graduates</p> <p>Staff Responsible for Monitoring: Director of Accountability and Assessment</p> <p>Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide course opportunities for college and career investigation/assessment by the end of students 8th grade year to ensure every student has an aligned program of study so they graduate as a Completer.</p> <p>Strategy's Expected Result/Impact: Increased number of students that graduate college and career ready.</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure 90% of students graduate earning a CCMR point.</p> <p>Strategy's Expected Result/Impact: Increased number of students that graduate college and career ready. Students scheduled to earn CCMR credit.</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 4: Increase the percent of students on track for reading (PK-K) or reading on grade level (1-8) by 5%. (HB 3 Goal, Domain I)

HB3 Goal

Evaluation Data Sources: District and state assessment data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Assess Pre-K early reading skills and K-8 reading levels monthly to monitor progress and adjust instruction. Strategy's Expected Result/Impact: Increased percent of students reading on grade level in K-8. Staff Responsible for Monitoring: Director of Teaching & Learning</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a plan to provide Reading Academy training to designated teachers and support staff. Strategy's Expected Result/Impact: Plan and funding in place to provide Reading Academy training to all required staff within the state time frame. Staff Responsible for Monitoring: Director of Teaching & Learning</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development and instructional supports for dyslexia awareness and high-quality reading instruction for PK-2 teachers and instructional leadership. Strategy's Expected Result/Impact: Increased student achievement in reading, Identification of students in need of dyslexia services Staff Responsible for Monitoring: 504, Dyslexia, and RTI Coordinator Funding Sources: PD for Dyslexia Specialist - 289 - Title IV, Part A, Sub 1 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 5: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5%. (HB 3 Goal, Domain II)

High Priority

HB3 Goal

Evaluation Data Sources: District and State Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Implement the use of a universal math screener in grades K-10 to track and monitor student growth. Strategy's Expected Result/Impact: Increased student growth in math. Staff Responsible for Monitoring: Director of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide job-embedded professional development for teachers regarding the tracking, monitoring and reporting of student math and reading growth and understanding of the TEA student growth measure. Strategy's Expected Result/Impact: Increased student growth in math and reading Staff Responsible for Monitoring: Director of Teaching & Learning	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1: Implement procedures and systems that promote and support positive behaviors and social and emotional well-being.

Evaluation Data Sources: District discipline data.

Strategy 1 Details	Reviews			
<p>Strategy 1: District personnel will review all placements to the DAEP prior to approval of all DAEP placements before an assignment is finalized.</p> <p>Strategy's Expected Result/Impact: Result: All DAEP placements will be appropriate. Increase in consistency and compliance with policy. Improved RDA scores.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent</p> <p>Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District Personnel will be trained on the district discipline matrix to ensure all staff have a complete understanding of definitions and descriptions of Level 1 and 2 offenses.</p> <p>Strategy's Expected Result/Impact: Reduction of school coded discipline offenses.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning</p> <p>Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: District Personnel will be trained to use the Capturing Kids' Hearts and Restorative Discipline to implement transformational processes focused on social-emotional well being, relationship-driven campus culture, and student connectedness.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline incidents and DAEP referrals</p> <p>Staff Responsible for Monitoring: Director of Professional Development</p> <p>Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide safe & healthy learning opportunities and supports to support students social and emotional needs, physical health and character development.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals and improved academic performance.</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p> <p>Funding Sources: Quaver - Elementary Character Education - 289 - Title IV, Part A, Sub 1 - \$8,160, PE Supplies - 289 - Title IV, Part A, Sub 1 - \$10,000, Safety Education and Supplies - 289 - Title IV, Part A, Sub 1 - \$9,591, Bark for Education - 289 - Title IV, Part A, Sub 1 - \$6,050</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 2: Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Sources: District character education program and implementation plans.
Positive referral data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for all district personnel along with training for parents and students in recognizing bullying, reporting requirements, appropriate interventions and how to monitor technology devices to identify inappropriate behaviors.</p> <p>Strategy's Expected Result/Impact: Reports of bullying will result in resolution and prevent future bullying. The number of bullying reports will go down.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning</p> <p>Funding Sources: Counselor PD - 289 - Title IV, Part A, Sub 1 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 3: Monitor and assess the effectiveness of the district health, safety and emergency plans.

Evaluation Data Sources: District Emergency Operations Plan, District Health and Wellness Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Review written processes, training and communication plans regarding transitions, support, information and services available for other special populations (Homeless, Foster Care, Military connected)</p> <p>Strategy's Expected Result/Impact: Increase in student achievement, attendance and graduation rate of OSP students</p> <p>Staff Responsible for Monitoring: Director of Accountability and Assessment</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.

Performance Objective 1: Provide opportunities for parent and community involvement which promote academic achievement and school climate.

Evaluation Data Sources: Increased community involvement in all operations of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Celebrate student, staff and volunteer accomplishments and establish criteria for recognitions in a variety of ways.</p> <p>Strategy's Expected Result/Impact: Increased opportunities to highlight and celebrate student, staff and district successes.</p> <p>Staff Responsible for Monitoring: Executive Director of Community Engagement</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for family involvement throughout the school year and review, revise and publish the Huntsville ISD Parent Involvement Policy.</p> <p>Strategy's Expected Result/Impact: Increased Parent Involvement</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p> <p>Funding Sources: Campus Allocations (\$2,000 per campus) - 211 - Title I, Part A - \$12,000, Childcare, Supplies, Snacks & Trans for PFE - 263 - Title III, Part A - \$500, Parent Powered Program - 211 - Title I, Part A - \$44,744</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for parents to receive up-to-date information regarding state assessment and accountability via multiple media sources.</p> <p>Strategy's Expected Result/Impact: Increased parent awareness of student achievement and accountability data.</p> <p>Staff Responsible for Monitoring: Director of Accountability and Assessment</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a home /school liaison to support families, including those experiencing homelessness, to increase student success, encourage parent & family involvement, and to connect students and families with community resources.</p> <p>Strategy's Expected Result/Impact: Increased parent support and involvement. Improved student welfare & increased academic achievement.</p> <p>Staff Responsible for Monitoring: Director of Accountability and Assessment</p> <p>Funding Sources: Home/School Liaisons - Salary, Supplies & Mileage - 211 - Title I, Part A - \$180,000, Foster Care Transportation - 211 - Title I, Part A - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.

Performance Objective 2: Provide a variety of communication methods to share information with parents, students and community stakeholders.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for parents to learn how to pre-register their student(s) utilizing electronic submission of forms, visit campuses and meet teachers. Strategy's Expected Result/Impact: Increased student enrollment through pre-registration from Pre-K Round up and Headstart. Staff Responsible for Monitoring: PEIMS Director</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct a parent and teacher survey regarding parent and community involvement. Strategy's Expected Result/Impact: Increased parent and community involvement. Staff Responsible for Monitoring: Director of State and Federal Programs</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Review and revise the Value and Utility of parent involvement training annually. Strategy's Expected Result/Impact: Increase partnerships between parents, teachers and schools to increase student achievement. Staff Responsible for Monitoring: Director of State and Federal Programs</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop a plan for improved community outreach and additional supports for PFE opportunity. Strategy's Expected Result/Impact: Higher levels of Parent and Family Engagement and support for improved academic achievement. Staff Responsible for Monitoring: Director of State and Federal Programs & Executive Director of Community Engagement</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.

Performance Objective 3: Provide district and campus opportunities that encourage and support parent and family engagement in the education of their children.

Evaluation Data Sources: Parent Involvement opportunities and events

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide live streaming of board meetings and events to engage and inform district stakeholders. Strategy's Expected Result/Impact: Increased engagement by stakeholders Increased understanding of district processes and programs Staff Responsible for Monitoring: Director of Media</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to consistently produce media in multiple channels (print, video, social media, et al.) that highlights and supports district programs, events, employees and students. Find new avenues (e.g. Stadium Video board and Performing Arts Center) to share content. Encourage student, staff and family "community spirit" through engagement. Strategy's Expected Result/Impact: Increased awareness of district programs, events, and accomplishments Staff Responsible for Monitoring: Director of Media</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize hosting the Performing Arts Center, Support & Learning Center & District Athletic Facilities to help showcase Huntsville ISD to communities outside of the District. Strategy's Expected Result/Impact: Increased number of events that grant us the opportunity to enhance pride and cohesiveness in our community, and share the quality of Huntsville ISD. Staff Responsible for Monitoring: Director of Media</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.

Performance Objective 4: Increase community and district awareness of the Career and Technical Education programs through community event participation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for community members and parents to visit our CTE facilities and learn about our district programs (Huntsville Leadership Institute, Veteran Tiny House program, etc.)</p> <p>Strategy's Expected Result/Impact: Increased enrollment in CTE courses</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect our mission and core belief statements.

Evaluation Data Sources: Completed reviews of studies related to effectiveness completed and findings implemented.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for district and campus administrators on state and federal time lines/ guidelines related to resource allocations.</p> <p>Strategy's Expected Result/Impact: Allocated resources will be used in accordance with state and federal guidelines to increase student achievement.</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review allocation process and explore differentiated allocation process of district, state and federal resources.</p> <p>Strategy's Expected Result/Impact: Maximized use of district, state, and federal funds to increase student achievement.</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the use of technological devices and programs to enhance student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement through the use of technology integration.</p> <p>Staff Responsible for Monitoring: Executive Director of Technology</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize the Educational Service Center, Region VI, to provide additional services as needed as a means of maximizing revenues and communicate to all stakeholders their availability.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity through expanded training offerings</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p> <p>Funding Sources: ESC 6 ESSA Fee Service - 211 - Title I, Part A - \$8,700</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Staffing Plans: Conduct staffing review/audit in all areas of district operation including instruction, administration, operations, and support staff.</p> <p>Strategy's Expected Result/Impact: Budget coding alignment to each staff position in Skyward system. Completed staffing plan for each campus and District department</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Identify and document needs of students and programs on individual campuses that Federal resources may address.</p> <p>Strategy's Expected Result/Impact: Federal resources will be used to address identified student needs and increase student achievement.</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide district level positions to secure funding, monitor all federal grant funded activities and provide specialized assistance to Title I campuses to better facilitate increasing student academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased student academic achievement throughout the school year as evidenced by effectively and efficiently utilizing federal funding.</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p> <p>Funding Sources: Salary & Benefit expenses - 211 - Title I, Part A - \$80,150, Salary & Benefit expenses - 255 - Title II, Part A - \$3,400, Salary & Benefit expenses - 263 - Title III, Part A - \$3,392, Salary & Benefit expenses - 289 - Title IV, Part A, Sub 1 - \$3,392, Salary & Benefit expenses - 215 - Title I, Part D (Bayes) - \$2,250, Salary & Benefit expenses - LOCAL, Indirect Costs - 211 - Title I, Part A - \$51,411, Indirect Costs - 255 - Title II, Part A - \$8,581, Indirect Costs - 263 - Title III, Part A - \$3,637, Indirect Costs - 289 - Title IV, Part A, Sub 1 - \$3,855</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 2: Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

Evaluation Data Sources: All facilities capable of meeting the needs of student learners.

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain standards for technology, and upgrade current technology and infrastructure. Strategy's Expected Result/Impact: Increase bandwidth between campuses and the internet. Increase student achievement and access. Staff Responsible for Monitoring: Executive Director of Technology</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate and prioritize facility maintenance throughout the district facilities. Strategy's Expected Result/Impact: Plan of action for addressing facility and equipment needs. Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue partnerships with colleges and universities providing dual credit options and funding to pay for tuition for students. Strategy's Expected Result/Impact: Evidence/Results: Increased enrollment numbers for CTE and dual credit. Increased number of course offerings. Staff Responsible for Monitoring: Director of Teaching & Learning</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Allocate funds that promote academic achievement and social-emotional well being for all students.</p> <p>Strategy's Expected Result/Impact: Effective allocation of funds to support increased student achievement.</p> <p>Staff Responsible for Monitoring: Director of State and Federal Programs</p> <p>Funding Sources: Campus Title I Allocations - 211 - Title I, Part A - \$1,348,397</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student academic and social success.

Performance Objective 1: Hire and retain qualified personnel using district developed processes, procedures, and resources.

Evaluation Data Sources: Teacher turnover data

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue the New Teacher Induction Program. Strategy's Expected Result/Impact: Increased retention of qualified teachers. Staff Responsible for Monitoring: Director of Professional Learning</p> <p>Funding Sources: New Teacher Stipends for Pre-Contract Training - 255 - Title II, Part A - \$23,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue the Teacher of the Year, the New Teacher of the Year Awards, Instructional Assistant of the Year Award, Support and Professional Support Person of the Year Award and Counselor of the Year Award. *Review process at all campuses *Have a campus committee assist</p> <p>Strategy's Expected Result/Impact: Accurate service records for each District employee. Improved district climate. Staff Responsible for Monitoring: Executive Director of Community Engagement</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue stipends for teachers in critical shortage areas of Mathematics, Science, Bilingual, and Special Education, for completion of Reading Academy, and for all employees returning for the 22-23 school year. Strategy's Expected Result/Impact: Decrease the number of staff shortages in critical areas. Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Tuition Reimbursement: Inform HISD employees of this funding source to increase awareness of HISD's continuing education effort. Strategy's Expected Result/Impact: Increase in applications and funding provided for continuing education.</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Continue the district wide mentor program for all campuses to support teachers who are new to the district or new to the professions.</p> <p>Strategy's Expected Result/Impact: Increase Teacher Retention Increase student achievement</p> <p>Staff Responsible for Monitoring: Director of Professional Development</p> <p>Funding Sources: Mentor Stipends - 255 - Title II, Part A - \$25,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide professional development for teachers selected as mentors in the district wide mentor program.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention Increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Professional Development</p> <p>Funding Sources: Mobile Minds - 255 - Title II, Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide training and programs to develop the Principals and District Leadership in their efforts to become effective instructional leaders.</p> <p>Strategy's Expected Result/Impact: Retain teachers and increase student achievement.</p> <p>Staff Responsible for Monitoring: Director of Professional Development</p> <p>Funding Sources: STRIVE Leadership PD/ ESC6 Support/Convocation - 255 - Title II, Part A - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Implement new employee orientation (NEO) to onboard employees new to the District and orientate them to District policy, Benefits, and onboarding process.</p> <p>Strategy's Expected Result/Impact: Orientate new employees to District policy, sign up new employees to the Benefits offered by the District and finalize all on boarding paperwork</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Create, maintain, and monitor compliance Eduhero modules for all HISD staff. HR Dept. will oversee the implementation of this training.</p> <p>Strategy's Expected Result/Impact: Compliance with state mandate training, monitor progress of completion of modules of all employees</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Create and monitor performance evaluations for all non-teaching staff District-wide in STRIVE and update job descriptions as needed.</p> <p>Strategy's Expected Result/Impact: Create consistent evaluation procedures with all supervisors, create an accountability method to support employee work performance</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Monitor, review, and approve employee tuition reimbursement applications.</p> <p>Strategy's Expected Result/Impact: Increase employee retention. (1 year for up to \$1000 of tuition reimbursement)</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Implement a time-tracking system with the conversion to new district-wide software to allow more effective and accurate tracking of employee hourly time, overtime, and comp time. This will impact hourly wage employees only and summer school employees, not on stipend pay.</p> <p>Strategy's Expected Result/Impact: Create consistent time keeping procedures with all supervisors, create an accountability method to support employee work performance</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Implement the TCLAS Decision 5 Teacher Residency Grant from TEA for the next two years and then create a sustainability plan. We will support 5 residency teachers from SHSU each year.</p> <p>Strategy's Expected Result/Impact: Pay stipend to residency teacher, mentor teacher, and for training.</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student academic and social success.

Performance Objective 2: Increase recruiting of qualified teachers for all positions with an emphasis on critical need areas such as, math, science, bilingual education and special education.

Evaluation Data Sources: All positions filled with highly qualified, competent educators prepared to meet the needs of student learners.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase recruitment opportunities and include current campus staff in the process. Opportunities are structured to involve more than one district representative. Barcode scanning is set up for easy applicant registration. This information is uploaded to a live google doc for campus/department administrator immediate access.</p> <p>Strategy's Expected Result/Impact: Conduct and participate in a wide range of job fairs.</p> <p>Seek other avenues to attract and retain highly qualified teachers.</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student academic and social success.

Performance Objective 3: Refine a plan to provide high quality professional development that fosters growth and includes tiered support for all teachers and staff.

Evaluation Data Sources: District and state student achievement data
Professional development plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide professional development for current teachers to become ESL certified and provide a one time \$200.00 stipend upon successful completion and certification. Strategy's Expected Result/Impact: Increase in ESL certifications Staff Responsible for Monitoring: Director of Emergent Bilingual</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Begin development of a Professional Learning Framework for the district. In year 1 of this development, the following will be addressed: (1) Assess organizational needs by campus/department, (2) Develop a vision/mission for the framework, (3) Establish goals for the framework. Year 2, Implement New Teacher Academy and provide MobileMind Learning HUB for all new teachers. Continue to assess and expand upon organizational needs. Strategy's Expected Result/Impact: Year 1 expected results: Establish a more streamlined approach to professional learning will emerge with a focus on fulfilling knowledge gaps within the organization which includes improving specific skills, enhancing technical skills, improving leadership skills, etc. Year 2 expected results: Increased teacher retention. Staff Responsible for Monitoring: Director of Professional Development</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate effectively and efficiently with all stakeholders in order to improve the educational experience for all. Strategy's Expected Result/Impact: Increased effectiveness among district and campus leaders in communicated pertinent and timely information across all stakeholders. Staff Responsible for Monitoring: Director of State and Federal Programs Funding Sources: Smore for Teams - 255 - Title II, Part A - \$1,360</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 86.05

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Dugas	Intervention HHS	0.13
Amanda Rivera	IA - Bilingual	1
Amaya Scott	Administrative Assistant HSA	1
Amy Langley	Dyslexia	0.52
Ana Marin	IA - Bilingual	1
Andrew Ginsel	Intervention	0.13
Andrew Martin	IA - Inclusion SJE	1
Ashley Murray	Instructional Coach - ELA	1
Ashley Tijerina	Inst. Coach - ELA SWHE	1
Augustine Archie	IA - SPED	1
Betsy Marlin	Dyslexia	0.5
Brenda Torres	IA - Bilingual SJE	1
Bridget Smiley	Instructional Technology Specialist	1
Brooke Burns	Dyslexia Teacher - SWHE	0.9
Candeleria Jones	IA - Bilingual	1
Carolyn Stivender	RTI Interventionist	1
Cassandra Singleterry	IA - General	1
Cassandra Taylor	Interventionist - Reading	0.13

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chelsea Poncinie	IA - SPED ESE	1
Cindy Raney	IA - Credit Recovery	1
Clarissa Rivera	IA - General	1
Cody Warren	Teacher HSA	1
Coleman Bohannon	Teacher - Classroom Support	0.52
Courtney Hilliard	Interventionist	1
Crissie Fowler	Instructional Coach - Math	1
Cristi Gambrell	Teacher SPED	0.34
Danielle Sandmann	Inst. Coach - RLA/SS ESE	1
David Yeager	Teacher - Math HSA	1
Donna Jenkins	Admin Assistant	1
Donovan Williams	Intervention HHS	0.13
Freda Shaw	Dyslexia	0.52
Hannah Smith	Instructional Coach - ELA	1
Irene Warran	IA - General	1
Itzel Cordova	IA - General	1
Jake Fuqua	Teacher DAEP	1
Javon Leon	IA - General SWHE	1
Jennifer Gregson	IA - General	1
Julia Venable	IA - SPED	0.22
Justin Jennings	Credit Recovery	0.65
Kaitlen Johnson	Intervention HHS	0.26
Kasey Norris	IA - SPED SJE	1
Kasi Warren	IA - General	1
Kassandra Alcala	IA - General SWHE	1
Katelyn Ledezma	Dyslexia	0.91
Kathryn Johnson	Interventionist - Reading	1
Kathryn Selensky-Lehman	Interventionist	0.26
Kelli Heinemeier	Inter. Reading	1
Kendell Jones	Teacher HSA	1
Kirsten Fahy	IA - General HES	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kristin Hill	Intervention	0.13
Kristy Ferguson	Dyslexia - ESE	0.75
Latia Taylor	IA - General	1
Laura Sausage	Dyslexia Teacher - SJE	0.71
Lauren Hayes	Intervention	0.78
Lisa Hoke	Dyslexia - DAEP	1
Lockie Archie	Interventionist - Math	1
Luis Lugo	IA - General DAEP	1
Markisha Wheeler	Teen Leadership	1
Martha Small	Credit Recovery	0.13
Melanie Peiskee	Intervention	0.13
Melissa Albert	IA - General	1
Michaela Austin	IA - SPED - AEP	0.22
Michelle Black	Dyslexia	0.95
Nathan Bruner	Director DAEP	1
Ronnie Major	Teacher - DAEP	0.43
Roshunda Spivey	IA - Classroom Support	1
Ruth Hutchison	Instructional Technology Specialist	1
Sarah Dierksheide	Teacher - SPED DAEP	1
Sean Peterson	Dyslexia Teacher MPMS	0.94
Shanda O'Bryant	Teacher DAEP	1
Shandy Stewart	Interventionist - Reading ESE	1
Sharonda Johnson	Director - HSA	1
Sheila Elliott	Counselor - AEP/DAEP	1
Sheri Moebes	Inter. Math - HES	1
Stacie Castleberry	Interventionist	1
Stephanie Mills	IA - General MPMS	1
Stephen Smucker	Teacher - DAEP	1
Steven Williams	Teacher - DAEP	1
Syenne Coleman	IA - General	1
Tamatha Elliot	RTI Specialist	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Tammy Sanders	RTI Interventionist	1
Terrence Johnson	IA - General DAEP	1
Terrence Johnson	IA - General DAEP	1
Thelma Perez	IA - Bilingual	1
Thomas Presswood	Interventionist	0.13
Tom Waddill	Credit Recovery	0.13
Vacant	IA - Bilingual - ESE	1
Vacant	Teacher - SPED DAEP	1
Vacant	IA - Bilingual HES	1
Vacant	IA - General HES	1
Vacant	IA - Bilingual HES	1
Vacant	Social Learning Lab	1
Vacant	IA - General ESE	1
Vacant	Inter. Math - SWHE	0.5
Vacant	IA - General SWHE	1
Vacant	IA - General SWHE	1
Vacant	Inter. Reading - SJE	1
Vacant	IA - General HES	1
Velma Scott	IA - SPED	1
Virginia Colley	Instructional Coach - ELA	1
Wendy Wenskunas	Teen Leadership	1
Zoey Gambrell	IA - General	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Mitchell	Instructional Coach - Math	HHS	1
Alyssa Askew	Inst. Coach - Science	MPMS	1
April Lehmkuhl	Reading Interventionist	MPMS	1
Ashley Barton	Instructional Coach - Math	SJE	1
Ashley Gibson	Instructional Coach - PK-1	SJE	.5
Ashley Gibson	Instructional Coach - PK-1	ESE	.5
Casey Schindler	Instructional Coach - SS	MPMS	1
Cassy Siros	Inst. Coach - Math/S	SWHE	1
Cleveland Jones	Inst. Coach - Math	MPMS	1
Erin McCarley	Inst. Coach - Science	HHS	1
Jennifer Smith	RTI Specialist	HHS	1
Jessica Hassell	Director of State & Federal Programs	District	.62
Juanita Hall	Home/School Liaison - Elementary	District	1
Katie Johnson	Inst. Coach - RLA/SS	HES	1
Maria Cuevas	IA	HES	1
Megan Winkler	Grants Administrative Assistant	District	.12
Serenity Kayla	Sec. Home/Schl Liason	District	1
Shanna Hollis	Inst. Coach - PK-1	SWHE	.5
Shanna Hollis	Inst. Coach - PK-1	HES	.5
Staci Woodall	Inst. Coach - Math/S	ESE	1
Vacant	Inst. Coach - SStudies	HHS	1
Vacant	IA	HHS	1
Vacant	IA	ESE	1
Vacant	IA - ESL/Bilingual	SWHE	1
Vega Hubert	Sec. Home/Schl Liason	District	1

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	RTI Specialist & Reading Interventionist MPMS & HHS		\$154,722.00
3	1	2	Parent Powered Program		\$44,744.00
3	1	2	Campus Allocations (\$2,000 per campus)		\$12,000.00
3	1	4	Foster Care Transportation		\$1,500.00
3	1	4	Home/School Liaisons - Salary, Supplies & Mileage		\$180,000.00
4	1	4	ESC 6 ESSA Fee Service		\$8,700.00
4	1	7	Salary & Benefit expenses		\$80,150.00
4	1	7	Indirect Costs		\$51,411.00
4	2	4	Campus Title I Allocations		\$1,348,397.00
Sub-Total					\$1,881,624.00
Budgeted Fund Source Amount					\$1,881,624.00
+/- Difference					\$0.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STRIVE Accountability Coaching & Workshops		\$36,600.00
1	1	4	Leadership Retreat /Meeting expenses		\$10,410.00
1	1	8	EB Instructional Coach		\$54,887.00
1	2	1	PD, Books and Supplies for ICs and Campus Leaders		\$40,281.00
1	2	10	GT Specialist Salary		\$54,612.00
4	1	7	Indirect Costs		\$8,581.00
4	1	7	Salary & Benefit expenses		\$3,400.00
5	1	1	New Teacher Stipends for Pre-Contract Training		\$23,000.00
5	1	5	Mentor Stipends		\$25,000.00
5	1	6	Mobile Minds		\$5,000.00
5	1	7	STRIVE Leadership PD/ ESC6 Support/Convocation		\$40,000.00
5	3	3	Smore for Teams		\$1,360.00

255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$303,131.00
Budgeted Fund Source Amount					\$314,050.00
+/- Difference					\$10,919.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	EB Camp Salaries, Supplies, & Snacks		\$6,336.00
1	2	1	Training & TIII Symposium for EB Director		\$1,000.00
1	2	5	Title III Symposium		\$2,038.00
1	2	7	Instructional Supplies		\$0.00
1	2	7	Rosetta Stone		\$6,000.00
1	2	8	Bilingual IAs		\$110,187.00
3	1	2	Childcare, Supplies, Snacks & Trans for PFE		\$500.00
4	1	7	Indirect Costs		\$3,637.00
4	1	7	Salary & Benefit expenses		\$3,392.00
Sub-Total					\$133,090.00
Budgeted Fund Source Amount					\$133,090.00
+/- Difference					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7	Salary & Benefit expenses		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

289 - Title IV, Part A, Sub 1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	PBIS Conference		\$10,000.00
1	1	10	HSA Supplies - STARR Blitz and Mastery Prep Materials		\$10,000.00
1	1	11	Supplies and resources for Fine Arts education, Honor Choir Stipends		\$14,000.00
1	1	11	Spelling Bee		\$1,200.00
1	1	11	Google Education		\$29,250.00
1	3	1	College Bridge		\$10,125.00
1	3	1	Honest Game		\$10,000.00
1	4	3	PD for Dyslexia Specialist		\$5,000.00
2	1	4	Bark for Education		\$6,050.00
2	1	4	Safety Education and Supplies		\$9,591.00
2	1	4	Quaver - Elementary Character Education		\$8,160.00
2	1	4	PE Supplies		\$10,000.00
2	2	1	Counselor PD		\$5,000.00
4	1	7	Indirect Costs		\$3,855.00
4	1	7	Salary & Benefit expenses		\$3,392.00

Sub-Total \$135,623.00

Budgeted Fund Source Amount \$141,083.00

+/- Difference \$5,460.00

State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Summer School		\$310,000.00

Sub-Total \$310,000.00

Budgeted Fund Source Amount \$310,000.00

+/- Difference \$0.00

Bilingual Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

Sub-Total \$0.00

Budgeted Fund Source Amount \$0.00

+/- Difference \$0.00

212 - Title I, Part A, School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
215 - Title I, Part D (Bayes)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7	Salary & Benefit expenses		\$2,250.00
Sub-Total					\$2,250.00
Budgeted Fund Source Amount					\$2,250.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,782,097.00
Grand Total Spent					\$2,765,718.00
+/- Difference					\$16,379.00

Addendums

Huntsville ISD

2024-2025

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying <ul style="list-style-type: none">Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 37.0832	Chief Academic Officer	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	
2. Coordinated Health Program <ul style="list-style-type: none">Student fitness assessment dataStudent academic performance dataStudent attendance ratesPercentage of students who are Economically DisadvantagedUse and success of methods of physical activityOther indicators	TEC 11.253(d) Board Policy FFA(Local)	Chief Academic Officer	The school will follow Board Policies: FFA and EHAA.	
3. DAEP Requirements	TEC 37.008	Chief Academic Officer- DAEP	The district and campuses will follow Board Policy FOCA.	

<ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TAC 19 103.1201(b) Board Policy FOCA(Legal)	Review Committee		
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Chief Academic Officer	The district and campuses will follow Board Policy BQA, BQB	
5. Dropout Prevention	TEC 11.255	Director- Secondary	The district and campuses will follow Board Policy EHBC	
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Directors- Elementary, Secondary, and Special Education	The district will follow Board Policy EHB, EHBC, and EKB.	
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	NA	District does not currently participate in Title I, Part C.	
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Director- Secondary	The district will follow Board Policy FNE, EHBC and EHBD	

<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Director -Secondary</p>	<p>The district will follow Board Policy EHFB</p>	
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	<p>ESSA</p>	<p>Assistant Superintendent- Human Resources and Operations</p>	<p>The district will follow Board Policy DC (Local)</p>	

11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Chief Academic Officer	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.	
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Chief Academic Officer	The school will follow Board Policy FFB and FNF.	
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> ● Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Chief Academic Officer	Board Policies: FFB, FOC, FOCA, DMA and FFE	

<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	<p>Director-Special Education</p>	<p>Board Policy DMA (Legal)</p>	
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Chief Technology Officer</p>	<p>District Technology Plan District Advisory Council Agendas and minutes.</p>	
<p>16. Job Description for Peace Officers, Resource Officers & Security personnel</p>	<p>TEC 11.252</p>	<p>Assistant Superintendent- Human Resources & Operations</p>	<p>Board Policy CKE (Legal)</p>	

Huntsville Independent School District

Estella Stewart Elementary

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stewart Elementary is an urban campus located in Huntsville, Texas and Walker County.

According to the 2022 TAPR Report the overall campus demographics and special programs are as follows:

Total Number of Students	510
African American	19%
Hispanic	38%
White	37%
Two or More Races	4%
Female	45%
Male	55%
Economically Disadvantaged	76%
At-Risk	59%
Bilingual/ESL	20%
Gifted and Talented	3.5%
Special Education	16%

Other demographic information of importance:

Mobility Rate: 16.9% Dyslexia: 3.1% 504: 5.1% Homeless: 3.3%

Staff Demographics are as follows: Total Minority Staff: 38.9% (1-AA, 9-Hisp, 21-W)

Average years of experience for staff is 5.6 years; 2.9 years of experience within the Huntsville ISD.

Over half of the staff have 1-5 years of teaching experience.

Demographics Strengths

- Communication with all stakeholders is consistent
- All students have opportunities to participate in activities provided by the campus
- Interactions with outside entities to promote all students is evident in the school/community involvement
- supporting diverse needs of student occurs consistently through a variety of programs and campus resources
- Black History and Hispanic Heritage celebrations on campus
- Campus male/female student balance is equal
- experienced principal and assistant principal along with other leadership team members

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There are underperforming demographic groups in reading and math.

Root Cause: Lack of understanding of specific instructional strategies that reach all demographic areas to increase engagement and students learning.

Problem Statement 2 (Prioritized): Student demographics does not match staff demographics.

Root Cause: Not hiring staff demographically aligned to the campus due to lack of qualified applicants.

Student Learning

Student Learning Summary

3rd Grade Stewart	2016	2017	2018	2019	2020	2021	2022	2016	2017	2018	2019	2020	2021	2022
	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Math	Math	Math	Math	Math	Math	Math
All	67	51	62	48	No STAAR Covid	38	67	61	55	54	54	No STAAR Covid	44	60
Hispanic	67	44	63	41	No STAAR Covid	28	68	56	46	43	53	No STAAR Covid	33	61
Black	38	48	41	50	No STAAR Covid	39	55	46	57	48	39	No STAAR Covid	39	42
White	85	61	78	58	No STAAR Covid	44	69	82	64	72	67	No STAAR Covid	44	60
Eco. Dis.	61	46	55	45	No STAAR Covid	33	65	54	45	49	48	No STAAR Covid	37	58
LEP	68	40	64	37	No STAAR Covid	23	63	56	37	46	42	No STAAR Covid	38	58
SPED	13	13	11	11	No STAAR Covid	13	20	0	25	11	11	No STAAR Covid	13	27
4th Grade Stewart	2016	2017	2018	2019	2020	2021	2022	2016	2017	2018	2019	2020	2021	2022
	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Math	Math	Math	Math	Math	Math	Math
All	75	50	61	57	No STAAR Covid	38	59	65	50	53	57	No STAAR Covid	37	60

3rd Grade Stewart	2016	2017	2018	2019	2020	2021	2022	2016	2017	2018	2019	2020	2021	2022
Hispanic	69	33	52	53	No STAAR Covid	30	57	65	40	46	58	No STAAR Covid	19	57
Black	47	36	61	39	No STAAR Covid	32	50	41	39	50	39	No STAAR Covid	32	63
White	91	80	66	79	No STAAR Covid	47	61	73	69	63	70	No STAAR Covid	49	61
Eco. Dis.	65	37	55	53	No STAAR Covid	30	53	64	41	45	4	No STAAR Covid	32	55
LEP	41	28	29	45	No STAAR Covid	25	40	50	34	29	61	No STAAR Covid	19	53
SPED	29	0	18	9	No STAAR Covid	13	24	0	0	18	18	No STAAR Covid	4	24

Student Learning Strengths

Third Grade Reading STAAR Scores:

1 Overall Reading Scores went from 48% in 2019 to 67% in 2022.

Third Grade Math STAAR Scores:

1. Overall Math Scores went from 54% in 2019 to 60% in 2022.

Fourth Grade Reading STAAR Scores:

1. Overall Students Growth from 2021-2022 is 75%
2. Overall Reading Scores went from 57% in 2019 to 59% in 2022.
3. Overall Math Scores went from 57% in 2019 to 60% in 2022.

Campus Reading Improvement

In K-4 student reading levels increased from 27% of all students reading on or above level to 47% of all students reading on or above grade level at the end of the year. The growth was attributed to focus on professional learning for staff in researched based instructional methods for teaching reading, attendance of Reading Academies, use of Researched Based Curriculum in K-4, Instructional Coaching and planning in the area of Reading, and the purchase of guided reading leveled readers for staff to support home-school reading initiatives.

Other Areas of Strength

- RTI system is a solid system
- Hornet Time is consistently implemented on campus—intervention and enrichment
- formative data is collected and used to inform planning with teams and for hornet time
- Tutors and IAs are utilized to support our students progress

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): New staff will need to be training on guided reading.

Root Cause: Staff turnover requires repeated training and additional support for new to profession teachers.

Problem Statement 2 (Prioritized): Inexperienced staff increases lack of understanding of the cycle of instruction, essential TEKS, and researched based instructional strategies.

Root Cause: Lack of professional development in specific high impact instructional tools.

School Processes & Programs

School Processes & Programs Summary

Stewart Elementary uses curriculum supplemental programs to include: Achieve 3000, Reading Plus, Progress Learning for Math.. Unit Assessments, Running Records, TPRI, TX-KEA, and additional District Reading and Math assessments are used to closely monitor the academic progress of our students. We have an ILS Teacher who works closely with our Gifted and Talented students in a pull-out program to challenge the needs of those students. Our Math and Reading Interventionists work closely with our TIER 3 RTI students to provide appropriate interventions based on current student data. Our Leveled Literacy Intervention teacher provides intensive intervention in the area of reading based on data collection and recommendations from the RTI committee. Our Dyslexia Interventionists meets with identified dyslexia students on a daily basis to provide targeted dyslexia interventions. Our community based volunteer program, A Time 2 Read, meets with identified 2nd grade students to intervene with early literacy skills including work on sight word reading.

Our campus leadership team consisting of the campus Principal, Assistant Principal, Counselor, ELA Coach, Math Coach and ILS. This team meets weekly to focus on key aspects of the campus such as; good first teaching, professional learning, discipline, teacher support, review of data, and plans for the campus.

A Guiding Coalition meets monthly to review campus data, celebrate successes in student improvement, review teacher feedback, and solve identified campus problems. The Guiding Coalition is made up of a teacher representative from each grade level, special teacher, special education teacher, and administrative team as listed previously.

The campus principal sends a weekly newsletter to the staff to keep everyone informed of campus events, initiatives, schedules, etc.... Monthly newsletters are sent to parents to communicate the campus opportunities for involvement and any important information. This information is also communicate via social media outlets.

Weekly campus RtI meetings are held to determine support for students not making progress with Tier I & II supports. Teachers are involved in attending the RTI meetings to share current data and to assist in developing a plan for the students in need of support for both academic and behavior concerns.

A PBIS (Positive Behavior Interventions & Support) team meets monthly to establish behavior goals and incentives for students and staff. They also review currently behavior data to identify problem areas on the campus in order to improve the overall behavior of students.

School Processes & Programs Strengths

- Stewart Elementary has solid systems in place to communicate with parents such as the monthly campus newsletter, Facebook page, Campus Website, and Weekly Folders.
- Weekly Collaborative Team Meetings are held with grade level teachers to discuss instruction, analyze student data, and create/rotate/update Tier II Intervention groups.
- Research based interventions are provided to TIER 2 and 3 students.
- Additional leadership and learning opportunities are provided for students at Stewart such as the Robotics Club, campus Musicals and Honor Choir, and

Wonder Workshop Gifted and Talented program.

- Committee meet monthly to enhance the overall campus culture and climate.
- Additional Strengths Include:
 - Positions are filled when there are vacancies
 - Hands-off academy (PBIS) is a strong program
 - CKH training for all staff is a positive that will help our district and campus
 - Lesson planning is data driven and includes formative data to drive planning in all content areas
 - RTI is a strong system on campus
 - Safety procedures are in place consistently on the campus.
 - there are multiple professional learning opportunities available to teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on a student survey, students feel other students keep them from learning.

Root Cause: Lack of understanding of de-escalation techniques, classroom management strategies, and engaging lessons.

Problem Statement 2 (Prioritized): Lack of learning from peers in effective instruction.

Root Cause: A system of teachers observing teachers across the campus doesn't exist.

Problem Statement 3 (Prioritized): Teachers reported that they would like more immediate and specific feedback on their teaching.

Root Cause: Lack of consistency in weekly walkthroughs and feedback.

Perceptions

Perceptions Summary

The staff at Stewart Elementary is a very cohesive group who genuinely works well together for the common good of our students. They have maintained a positive attitude despite the various changes in campus administration in previous years.

According to the most recent parent survey the following information was gathered:

- The majority of the parents view Stewart staff as welcoming and caring towards their students.
- The majority of the parents feel that their child feels safe at school and enjoys coming to school.
- The majority of the parents feel that our school is a positive place to be.
- Most parents felt that they are not informed about their child's academic progress as often as they would like.
- Some parents were unsure if the staff sets high academic expectations for their child.
- The majority of the parents feel that Stewart Elementary prepares their child to be a good citizen.
- Additional information gathered from the survey indicated that parents appreciate the parental involvement activities provided and would like for us to continue to hold regular assemblies recognizing the academic achievements, perfect attendance, and character trait awards each school year.

Perceptions Strengths

According to the most recent parent survey, the following areas were noted as strengths for Stewart Elementary:

- History of Academic Achievement
- Nice Playground for the students
- Professionalism of Teachers
- Programs offered at Stewart such as Robotics, Musical, Spirit Leaders, and Fall Festival
- How teachers truly care about their students
- The organization of the school
- Friendly and welcoming atmosphere
- Open-minded to new ideas
- United theme campus wide
- School Library
- Family involvement: Reading, Math, A STAARY Night
- Campus communication (Newsletters, Face Book communication, parent notices)

Additional Strengths notes by the CAC Committee:

- teachers and staff truly have a heart for our students
- returning teacher stipend is motivating for our staff
- 1st year teachers are supported due to campus mentors and those from SHSU
- school communication is consistent with all stakeholders
- parents and community feel welcome in our school
- pathways have been created to engage and support our staff

- A Time 2 Read is a positive community partnership for our students and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents don't feel they are informed of their children's' academic progress on a frequent basis.

Root Cause: Lack of a system in place for communicating academic progress in a timely manner by classroom teachers.

Problem Statement 2 (Prioritized): Parents have indicated that they do not get homework for their children to help at home.

Root Cause: Lack of consistency in the frequency and type of homework being sent home campus wide in each grade level.

Problem Statement 3 (Prioritized): % daily attendance is not at 95%

Root Cause: Attendance requirements due to Covid-19 have caused low attendance.

Priority Problem Statements

Problem Statement 1: There are underperforming demographic groups in reading and math.

Root Cause 1: Lack of understanding of specific instructional strategies that reach all demographic areas to increase engagement and students learning.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student demographics does not match staff demographics.

Root Cause 2: Not hiring staff demographically aligned to the campus due to lack of qualified applicants.

Problem Statement 2 Areas: Demographics

Problem Statement 3: New staff will need to be training on guided reading.

Root Cause 3: Staff turnover requires repeated training and additional support for new to profession teachers.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Inexperienced staff increases lack of understanding of the cycle of instruction, essential TEKS, and researched based instructional strategies.

Root Cause 4: Lack of professional development in specific high impact instructional tools.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Teachers reported that they would like more immediate and specific feedback on their teaching.

Root Cause 5: Lack of consistency in weekly walkthroughs and feedback.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of learning from peers in effective instruction.

Root Cause 6: A system of teachers observing teachers across the campus doesn't exist.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Based on a student survey, students feel other students keep them from learning.

Root Cause 7: Lack of understanding of de-escalation techniques, classroom management strategies, and engaging lessons.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Parents don't feel they are informed of their children's' academic progress on a frequent basis.

Root Cause 8: Lack of a system in place for communicating academic progress in a timely manner by classroom teachers.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Parents have indicated that they do not get homework for their children to help at home.

Root Cause 9: Lack of consistency in the frequency and type of homework being sent home campus wide in each grade level.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: % daily attendance is not at 95%

Root Cause 10: Attendance requirements due to Covid-19 have caused low attendance.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 1: Increase the percent of students at each of the Approaches, Meets and Masters Level on STAAR by 5% (Domain 1).

High Priority

HB3 Goal

Evaluation Data Sources: Student achievement gaps between student populations will decrease. The percentage of students from all student groups achieving advanced academic performance will increase from the prior year.

Strategy 1 Details	Reviews			
<p>Strategy 1: A schoolwide Intervention and Enrichment time (Hornet Time) will be provided daily for all students using researched based interventions and certified Title 1 tutors.</p> <p>Strategy's Expected Result/Impact: An academic plan for success developed for the campus that targets all students groups and individual students.</p> <p>Staff Responsible for Monitoring: Administrators Collaborative Grade Level Teams Instructional Coaches</p> <p>Funding Sources: Student Data Folders, Pocket Charts and Index Cards for Data Room, copy paper, card stock, - 211 - Title I, Part A - \$500, 2 Title 1 Tutors - 211 - Title I, Part A - \$22,434</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training for teachers in Sheltered Instruction Strategies for Second Language Learners resulting in a 20% increase in English Language Proficiency results: Listening, Speaking, Reading, Writing.</p> <p>Strategy's Expected Result/Impact: Increased student achievement by 20%</p> <p>Proficiency Level Descriptors (PLDs) TELPAS reports Unit Assessment Results STAAR scores</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal District Bilingual Coordinator Classroom Teachers</p> <p>Funding Sources: Bilingual Instructional Assistant, Bilingual Teachers in K-4, Woodcock M.Language Survey Protocols,ELPS Reference Materials, Professional Development Resources for all Bilingual Teachers - Bilingual Allotment</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a common data analysis protocol for collaborative teams to use to analyze students assessment data and plan effective instruction.</p> <p>Strategy's Expected Result/Impact: A 30% increase in students meeting standard in reading and math as evidenced in the following measures:</p> <ul style="list-style-type: none"> -benchmark results -unit assessments -Reading Levels -Common Formative Assessments <p>Staff Responsible for Monitoring: Administrators Teachers Reading and Math Coaches Reading and Math Interventionists</p> <p>Funding Sources: Snap & Read - 289 - Title IV, Part A, Sub 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Train staff and maintain an effective system for RTI (Response to Intervention) in order to support students academically, socially, and behaviorally.</p> <p>Strategy's Expected Result/Impact: Identify and address individual student needs for academic and behavior growth. The following resources and documents will be used to track progress:</p> <ul style="list-style-type: none"> -Assessment Results -Progress Reports/Report Cards -Reading Levels -Discipline Referrals <p>Staff Responsible for Monitoring: Rtl team Interventionists Campus Administration Counselor</p> <p>Funding Sources: Student Data Folders, Pocket Charts and Index Cards for Data Room, copy paper, card stock, Teacher Data Binders - 211 - Title I, Part A - \$200, Solution Tree RTI Conference - 211 - Title I, Part A - 6400 - \$4,500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide timely feedback to all staff through targeted walkthroughs, modeling, and peer observations.</p> <p>Strategy's Expected Result/Impact: Timely and appropriate feedback will be provided to 100% of the teachers with the use of T-TESS walk-through forms, and targeted walk through forms.</p> <p>Staff Responsible for Monitoring: Campus Administrators Peer observations</p> <p>Funding Sources: Eduphoria (Strive), - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Establish effective strategies for selected essential TEKS in ELAR and Math that are aligned K-4 which includes the use of consistent academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Campus problem solving strategies will be established, taught to students, incorporated into daily lessons and posted in all classrooms on campus as visual resources for students. These strategies will also be shared with parents. This will be evidenced in:</p> <ul style="list-style-type: none"> -Weekly Lesson Plans -Classroom Walk-throughs -Weekly Collaborative Team Time <p>Staff Responsible for Monitoring: Administrators Teachers Math and Reading Interventionists Academic Coaches</p> <p>Funding Sources: Supplies for Poster Maker - 211 - Title I, Part A - \$1,000, Staff Development - 211 - Title I, Part A - \$1,000, Heggerty - 289 - Title IV, Part A, Sub 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Instructional Coaches in Reading and Math coaches will provide teacher support through lesson design, professional development, mentoring, and modeling.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement through one-on-one teacher training and work with collaborative teams.</p> <p>Staff Responsible for Monitoring: Director of C&I.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Training Materials - 211 - Title I, Part A - \$500, Extra Duty Pay for Planning - 211 - Title I, Part A - \$1,000, Instructional Coach - ELA 20% (TCLAS 80%) - 211 - Title I, Part A - \$14,751, Instructional Coach - Math - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 2: Increase the percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Level in STAAR by 5% (Domain 3).

High Priority

Evaluation Data Sources: Staff development delivered will result in implementation of differentiated instruction, engaged learners, technology as learning tools, and teachers as leaders of learners.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in professional development focused on researched based instructional strategies.</p> <p>Strategy's Expected Result/Impact: Evidence in the staff development plan & agendas along with classroom implementation</p> <p>Staff Responsible for Monitoring: Administrators Academic Coaches Guiding Coalition</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Academic Coaches - 211 - Title I, Part A - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Administration will provide new teacher training targeting specific needs, such as creating classroom expectations, reinforcing campus expectations, classroom management plan creation, etc...</p> <p>Strategy's Expected Result/Impact: New teachers will receive needed support in a variety of ways.</p> <p>Staff Responsible for Monitoring: Campus Administration Team Team Mentors</p> <p>Funding Sources: Copy Paper for hand-outs, Campus Administrators - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Administration will provide clearly defined grade level collaborative planning time for all teaching teams that includes tight/loose expectations, planning day schedules, and unit planning procedures.</p> <p>Strategy's Expected Result/Impact: This will result in increased student achievement by at least 20% on state and district assessments. This will be evidenced in PLC agenda, completed units, and student data.</p> <p>Staff Responsible for Monitoring: Campus Administration Math and Reading Coaches Teachers Leaders</p> <p>Funding Sources: Provide After School Planning Time - 211 - Title I, Part A - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Specific staff development and vertical teaming will be provided for 100% of campus bilingual teachers to meet the needs of English Language Learner.</p> <p>Strategy's Expected Result/Impact: This will result in a 20% increase in student achievement for bilingual and ELL students on campus. This will be evidenced through PLC agendas, sign-in sheets, bilingual classroom lesson plans, and TELPAS ratings.</p> <p>Staff Responsible for Monitoring: Campus Administration Bilingual Teachers Bilingual Instructional Assistant</p> <p>Funding Sources: Hand-Outs for parent information, Bilingual IA, Bilingual Teachers - Bilingual Allotment</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Staff will work with Solution Tree Coaches to increase academic performance and to put systems and procedures in place to ensure the success of all students.</p> <p>Strategy's Expected Result/Impact: End of the year data in reading, math, and writing will show an increase of at least 20% from the previous year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Solution Tree Coach</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide additional collaborative planning days for grade level teams.</p> <p>Strategy's Expected Result/Impact: Well planned units, assessments, and instructional strategies resulting in more students exceeding or meeting standard.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>Funding Sources: Extra Duty Pay for Teachers - 211 - Title I, Part A - \$5,200</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide afterschool tutorials for students in K-4 (Power Hour).</p> <p>Strategy's Expected Result/Impact: Increase in reading levels Increase understand of essential/foundational TEKS in Math & Reading</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Classroom Teachers</p> <p>Funding Sources: Power Hour Staff & Resources - 211 - Title I, Part A - \$11,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 3: Increase the percentage of students meeting or exceeding growth in Math and ELA/Reading by 5% (House Bill 3 Goal, Domain II).

Evaluation Data Sources: Curriculum content and programs implemented to meet the needs of student learners.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize full time teacher specialists to provide additional support for students who are in need of Tier 3 Reading and Math intervention.</p> <p>Strategy's Expected Result/Impact: Students reading on or above grade level in K-4. Students performing at or above grade level in Math.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Math & Reading Specialists</p> <p>Funding Sources: Interventionist and Dyslexia Teacher - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Tier 3 intervention for students who are second language learners by staff trained to communicate in the students native language using researched based intervention.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement of second language learners.</p> <p>Staff Responsible for Monitoring: Campus administrators Interventionist</p> <p>Funding Sources: Part Time Title 3 Tutor - LOCAL, Rosetta Stone access for EB learners - 263 - Title III, Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will track and monitor their own learning through goal setting and reflection.</p> <p>Strategy's Expected Result/Impact: Student engagement in learning will increase due to motivation in tracking their own progress. Increase in the number of students meeting standard in Math and Reading.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Students</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide researched based manipulatives in math and reading to increase understanding by providing concrete examples of essential TEKS in all content areas.</p> <p>Strategy's Expected Result/Impact: Increase the number of students meeting and exceeding standard on unit assessments, exit tickets, and benchmarks.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>Funding Sources: Leveled Readers - 211 - Title I, Part A - 6326 - \$6,000, Math manipulatives - 211 - Title I, Part A - \$9,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase supplemental materials for afterschool tutorials, Hornet Time, and Tier 1 planning.</p> <p>Strategy's Expected Result/Impact: Increase in understanding of essential TEKS. Increase in students meeting or exceeding expectations on assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>Funding Sources: Hornet Time Materials - 211 - Title I, Part A - \$7,300</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize Instructional Assistants to provide academic support for students in need of intervention in all academic areas in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase in reading levels. Increase in the number of students meeting or exceeding grade level standard on assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: 2 IA's - 211 - Title I, Part A - \$38,556, - LOCAL, IA - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 4: Increase percent of students on track for reading (PK-K) or reading on grade level (1st-8th) by 5% (HB3, Domain I, II, III).

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning opportunities for staff on how to differentiate instruction using researched based best practices (small group instruction, TEKS based workstations). Strategy's Expected Result/Impact: Increase in students meeting or exceeding standard on assessments. Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development on effective reading instruction through Reading Academies and professional development provided and modeled by Instructional Coach. Strategy's Expected Result/Impact: Increase in reading levels. Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide feedback to teachers on small group instruction using the Guided Reading Look For document. Strategy's Expected Result/Impact: Increase in reading levels. Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase and utilize additional reading resources for classroom libraries that includes a variety of reading levels, campus subscription to RazKids+ and organizational systems to aid in student access to materials.</p> <p>Strategy's Expected Result/Impact: Increase in student reading levels.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Principal Assistant Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 5: Increase the percent of student meeting College, Career, and Military Readiness criteria by 5%. (HB 3 Goal, Domains 1,2,3)

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe, and secure places for students, staff, and parents.

Performance Objective 1: Implement procedures and systems that promote and support positive behaviors and social and emotional well being.

Evaluation Data Sources: Trend data charts will reflect a decline in the number of referrals by all student groups.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training to 100% on the PBIS framework.</p> <p>Strategy's Expected Result/Impact: Understanding of positive behavior interventions and support so that expectations are established school wide to increase student engagement and decrease discipline incidents.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PBIS Campus Committee Counselor</p> <p>Funding Sources: Posters for each classroom to support the programs - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide discipline management training for all staff utilizing the discipline flow chart to clarify office management vs. classroom managed behaviors.</p> <p>Staff Responsible for Monitoring: Assistant Principal PBIS Campus Committee Principal Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor discipline referrals monthly to determine trends and patterns and report data to the campus PBIS team and the staff</p> <p>Strategy's Expected Result/Impact: Decrease in student discipline referrals and an increase in positive office referrals.</p> <p>Staff Responsible for Monitoring: Assistant Principal PBIS Campus Committee</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct campus assemblies monthly to recognize good citizenship, attendance, academics, and specials awards.</p> <p>Strategy's Expected Result/Impact: Increase in positive behaviors on campus and student academic success.</p> <p>Staff Responsible for Monitoring: Principals Counselor School Secretary PEIMS Clerk Teachers</p> <p>Funding Sources: certificates and incentives for awards - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement systems that promote positive recognition of students including Positive Referrals, Treasure Tower Tokens, and Recognition for Outstanding Work.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals. Increase in positive student recognitions.</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe, and secure places for students, staff, and parents.

Performance Objective 2: Monitor and assess the effectiveness of the district health, safety, and emergency plans.

Evaluation Data Sources: All plans in place and conducted by staff as needs arise.

Strategy 1 Details	Reviews			
<p>Strategy 1: Review and make needed changes to the campus emergency operations plan Strategy's Expected Result/Impact: Emergency procedures will be provided to staff at the safety training. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Nurse Campus SRO</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff training to all staff on campus crisis management plan Strategy's Expected Result/Impact: Training will be documented through the agenda and sign in sheet for the training. Effective implementation will also be demonstrated during the use of monthly safety drills. Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Meet with campus emergency response team, including the campus SRO, to ensure appropriate procedures are in place including Active Shooter protocols. Strategy's Expected Result/Impact: Increase safety awareness and protocols among all students and staff. Staff Responsible for Monitoring: Principal Emergency Response Team Funding Sources: Campus Safety Response Kit - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe, and secure places for students, staff, and parents.

Performance Objective 3: Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Sources: Policies and practices in addressing bullying are aligned campus wide.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct training for all personnel in recognizing bullying, reporting requirements, and appropriate interventions</p> <p>Strategy's Expected Result/Impact: This will be evidenced through documentation of all staff being trained.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Safe School on-line training</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide information to parents regarding bullying and prevention.</p> <p>Strategy's Expected Result/Impact: Using the Home School Connection newsletter, we will increase parent and community awareness about bullying and prevention.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a schoolwide program called "Morning Meetings" (20 minutes daily) to develop social skills, character education, and conflict resolution.</p> <p>Strategy's Expected Result/Impact: Increase in positive student to student interactions. Decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Counselor Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide ongoing training to staff on de-escalation strategies.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals</p> <p>Staff Responsible for Monitoring: Behavior Coaches Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.

Performance Objective 1: Provide opportunities for parents and community involvement which promote academic achievement and school climate.

Evaluation Data Sources: Increased community involvement in all operations of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Celebrate student and staff accomplishments through campus recognition in a variety of ways including monthly assemblies, recognizing star students, grade level class attendance and employees of the month.</p> <p>Strategy's Expected Result/Impact: Student confidence, academic achievement, and school spirit will increase.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Funding Sources: Awards - LOCAL - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase opportunities for family involvement by adding new events throughout the year such as Science Night/Science Fair and continue Reading and Math Night.</p> <p>Strategy's Expected Result/Impact: This will be evidenced through the calendar of events and parent & student attendance.</p> <p>Staff Responsible for Monitoring: Principal Campus committees Interventionists Academic Coaches</p> <p>Funding Sources: Various supplies for Reading Night materials and Math Night materials. - 211 - Title I, Part A - \$1,700</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide up-to-date information regarding state assessment and accountability to families at Stewart Elementary: "A STAARY Night"</p> <p>Strategy's Expected Result/Impact: Increased awareness of current academic achievement through our accountability system.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Funding Sources: - LOCAL - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Plan informational meetings for parents with a focus on ways to support the academic curriculum.</p> <p>Strategy's Expected Result/Impact: This will be evidenced through the use of agendas, sign in, and school event calendar.</p> <p>Staff Responsible for Monitoring: Principal Bilingual/ESL teachers</p> <p>Funding Sources: Serve Light Snack - 211 - Title I, Part A - \$500, Decorations/Handouts - 211 - Title I, Part A - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.

Performance Objective 2: Provide a variety of communication methods to share information with parents, student and community stakeholders.

Evaluation Data Sources: Completed list of communications shared with all stakeholders.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to increase English and Spanish communication with external stakeholders to include campus newsletters and social media platforms.</p> <p>Strategy's Expected Result/Impact: This will be evidenced in the campus publications (Newsletter) and social media platforms.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to utilize campus Tuesday folders to communicate regularly with parents regarding academic progress and behavior. Clarify expectations of Tuesday folders with staff at BOY.</p> <p>Strategy's Expected Result/Impact: Increased parent awareness of their student's academic and behavior success will occur when weekly communication is offered.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Funding Sources: Red Tuesday Folders (Take Home Folder) - LOCAL - \$600</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.

Performance Objective 3: Provide district and campus opportunities which encourage and support parent and family engagement in the education of their children.

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate with parents and community using a variety of communication platforms regarding learning standards, behavior expectations, volunteer opportunities, and ways to provide feedback to the campus through open forum and surveys.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement and learning for students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Guiding Coalition</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.

Performance Objective 4: Increase community and district awareness of the Career and Technical Education programs through community event participation.

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned, and allocated to reflect our mission and core belief statements.

Evaluation Data Sources: Completed reviews of studies related to effectiveness completed and findings implemented.

Strategy 1 Details	Reviews			
<p>Strategy 1: Prioritize and allocate resources to provide meaningful professional development focused on TEKS based student learning</p> <p>Strategy's Expected Result/Impact: PD Budget will be utilized to support teacher growth.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement, add, and replace technological devices to enhance the engagement of student learners.</p> <p>Strategy's Expected Result/Impact: Comprehensive Funds will support the purchases of technology devices to increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Technology Updates as Needed - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 2: Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate and prioritize the purchase of replacing outdated and broken furniture including desks, chairs and educational support materials (boards, screens, etc) for classrooms .</p> <p>Strategy's Expected Result/Impact: Increased student achievement and community pride in the campus</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 1: Hire and retain qualified personnel using district developed processes, procedures, and resources.

Evaluation Data Sources: Yearly staff rosters reflect a decline in teacher turnover rate.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the frequency of staff recognition through monthly celebrations, drawings, perfect attendance rewards and teacher/staff of the month.</p> <p>Strategy's Expected Result/Impact: Positive feedback on ESF. Retain quality staff.</p> <p>Staff Responsible for Monitoring: Administrative Staff</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide campus new teacher mentor program to meet monthly on identified and targeted topics.</p> <p>Strategy's Expected Result/Impact: agendas</p> <p>Staff Responsible for Monitoring: Campus new teacher coordinator</p> <p>Funding Sources: Mentor Stipends - 255 - Title II, Part A, New Tchr Academy ESC6 & Pre-Contract PD Pay - 255 - Title II, Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide extensive staff development to teachers targeting specific areas of need including opportunities for personal learning.</p> <p>Strategy's Expected Result/Impact: This will be evidenced in completed training and the implementation of the training in lesson plan execution and delivery.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</p> <p>Funding Sources: Solution Tree Conferences (2) - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide consistent team building opportunities for staff throughout the school year.</p> <p>Strategy's Expected Result/Impact: Retain staff.</p> <p>Staff Responsible for Monitoring: Principals Assistant Principal School Climate Team</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide additional planning time in the form of full or partial days once a nine weeks.</p> <p>Strategy's Expected Result/Impact: Teacher lessons are well planned out and result in more effective lessons, increased student engagement, and increased number of students meeting or exceeding standard on assessments.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 2: Increase recruiting of qualified teachers for all positions with an emphasis on critical need areas such as math, science, bilingual education, and foreign languages.

Strategy 1 Details	Reviews			
Strategy 1: Attend job fairs to assist with recruiting for the campus and district. Staff Responsible for Monitoring: Administrators Teacher Leaders	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue partnership with Sam Houston State University and other entities to identify qualified student teachers that are ready for employment. Strategy's Expected Result/Impact: Employ student teachers at Stewart once certified. Retain high quality staff. Staff Responsible for Monitoring: Principal Assistant Principal Mentor Teachers SHSU Supervising Professors	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 3: Refine a plan to provide high quality professional development that fosters growth and includes tiered support for all teachers and staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Solution Tree Coaching to build capacity in staff through targeted coaching/campus goals. Strategy's Expected Result/Impact: Build capacity in all staff. Provide Model Lessons & Effective Systems that increase student achievement. Staff Responsible for Monitoring: Principal Assistant Principal Guiding Coalition</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Survey staff on professional development needs and provide opportunities to attend sessions. as identified in the survey as needs. Strategy's Expected Result/Impact: Build capacity in staff. Staff Responsible for Monitoring: Principal Assistant Principal Administrative Team</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Estella Stewart Elementary

Total SCE Funds: \$413,864.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

--

Personnel for Estella Stewart Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Archie, Lockie	Math Interventionist	1
Kimberly Ross	Instructional Coach - Math	1
Marlin, Betsy	Reading Interventionist/Dyslexia	1
Salazar, Amy	Instructional Assistant - Bilingual	1
Smith, Amy	Leveled Literacy Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anthony Medina	IA - General		1
Nicole Munoz	Instructional Coach - ELA	.8 to TCLAS thru 2024	.2
Samantha Barber	IA - General		1

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Betsy Marlin	Dyslexia Teacher
Non-classroom Professional	Amy Smith	Reading Interventionist
District-level Professional	Leigh Kovalcik	Director of State & Federal Programs
Parent	Ashlyn Hooks	Parent
Classroom Teacher	Skylar Venette	1st Grade Teacher
Classroom Teacher	Sarah Park	Special Education Lead Teacher
Classroom Teacher	Melissa Terry	4th Grade Teacher
Non-classroom Professional	Lockie Archie	Interventionist
Non-classroom Professional	Kim Ross	Instructional Coach
Non-classroom Professional	Jennifer Smock	ILS
Classroom Teacher	Gabriella Torres	4th Grade Bilingual Teacher
Administrator	Jessica Moore	Assistant Principal
Administrator	Shannon Williams	Principal

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Data Folders, Pocket Charts and Index Cards for Data Room, copy paper, card stock,		\$500.00
1	1	1	2 Title 1 Tutors		\$22,434.00
1	1	4	Solution Tree RTI Conference	6400	\$4,500.00
1	1	4	Student Data Folders, Pocket Charts and Index Cards for Data Room, copy paper, card stock,Teacher Data Binders		\$200.00
1	1	6	Staff Development		\$1,000.00
1	1	6	Supplies for Poster Maker		\$1,000.00
1	1	7	Extra Duty Pay for Planning		\$1,000.00
1	1	7	Training Materials		\$500.00
1	1	7	Instructional Coach - ELA 20% (TCLAS 80%)		\$14,751.00
1	2	1	Academic Coaches		\$500.00
1	2	3	Provide After School Planning Time		\$4,000.00
1	2	6	Extra Duty Pay for Teachers		\$5,200.00
1	2	7	Power Hour Staff & Resources		\$11,000.00
1	3	4	Leveled Readers	6326	\$6,000.00
1	3	4	Math manipulatives		\$9,000.00
1	3	5	Hornet Time Materials		\$7,300.00
1	3	6	2 IA's		\$38,556.00
3	1	2	Various supplies for Reading Night materials and Math Night materials.		\$1,700.00
3	1	4	Decorations/Handouts		\$200.00
3	1	4	Serve Light Snack		\$500.00
5	1	3	Solution Tree Conferences (2)		\$5,000.00
Sub-Total					\$134,841.00
Budgeted Fund Source Amount					\$134,841.00
+/- Difference					\$0.00

255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Mentor Stipends		\$0.00
5	1	2	New Tchr Academy ESC6 & Pre-Contract PD Pay		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Rosetta Stone access for EB learners		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Eduphoria (Strive),		\$0.00
1	2	2	Copy Paper for hand-outs, Campus Administrators		\$0.00
1	3	2	Part Time Title 3 Tutor		\$0.00
1	3	6			\$0.00
2	1	1	Posters for each classroom to support the programs		\$0.00
2	1	4	certificates and incentives for awards		\$0.00
2	2	3	Campus Safety Response Kit		\$0.00
3	1	1	Awards		\$2,000.00
3	1	3			\$500.00
3	2	2	Red Tuesday Folders (Take Home Folder)		\$600.00
4	1	2	Technology Updates as Needed		\$0.00

LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$3,100.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$3,100.00
289 - Title IV, Part A, Sub 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Snap & Read		\$0.00
1	1	6	Heggerty		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Instructional Coach - Math		\$0.00
1	3	1	Interventionist and Dyslexia Teacher		\$0.00
1	3	6	IA		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Bilingual Instructional Assistant, Bilingual Teachers in K-4, Woodcock M.Language Survey Protocols,ELPS Reference Materials, Professional Development Resources for all Bilingual Teachers		\$0.00
1	2	4	Hand-Outs for parent information, Bilingual IA, Bilingual Teachers		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
212 - Title I, Part A, School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

212 - Title I, Part A, School Improvement Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$134,841.00
Grand Total Spent					\$137,941.00
+/- Difference					-\$3,100.00

Huntsville Independent School District

Huntsville Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Our responsibility is to help each student develop an enthusiasm for learning, a respect for self and others, and the skills to become a creative, independent thinker and problem-solver.

Vision

All students at HES will reach their optimal level of academic, social, and emotional success.

School Motto: It's All About Success at HES!!!

We are on our way to being an "A"!!

Value Statement

We will have honest dialogue and be proactive.

We will learn from one another and check in and change when necessary.

We will differentiate our instruction to meet the needs of all learners.

We will backwards plan, create rigorous assessments, and design lessons around the essentials.

We will collectively collaborate with data.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Huntsville Elementary has been growing and improving over the past several years. We are currently maintaining highly certified personnel and experiencing a very low staff turnover rate.

Overall Demographics according to 22-23 PEIMS snapshot data:

Total Number of Students	630
Economically Disadvantaged	74.6%
Hispanic	44.76%
African American	20%
White	33.17%
Two or More	1.27%
American Indian	.63%
LEP	28%
Special Education	16%
Gifted & Talented	6%
Dyslexic	2%
At Risk	60%

Demographics Strengths

Huntsville Elementary has a diverse student population and a fast growing enrollment. Each population brings a variety of culture and enrichment to the campus makeup.

The diversity of the campus enables students from a variety of experiences to come together to learn and grow together. We are expecting a large influx of new students due to the addition of several subdivisions growing in our zone.

We also have a strong Bilingual program with fully certified personnel.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student engagement and motivation is difficult for students especially in the Economically Disadvantaged/At Risk population.

Root Cause: Lack of training in researched-based, engaging learning activities for teachers and parents.

Student Learning

Student Learning Summary

Huntsville Elementary received an "Met Standard" according to the Texas Education Agency 2022 Accountability Ratings. With current preliminary data received in July 2022, it appears that HES will be receiving an overall campus rating of "B".

2019 --Reading(60%), Mathematics (66%), Writing (47%) -- Showing improvement in all tests and subjects for 2019.

2020 --No Results

2021 -- Overall base scores as follows: Reading (53%), Mathematics (53%)

2022 --Reading (68%), Mathematics (67%)

2023 -- Reading (70%), Mathematics (72%)

HES continues to make gains in overall student achievement.

Student Learning Strengths

The following are student achievement strengths:

- Student data is monitored throughout the year using the AWARE program. Frequent data meetings to determine individual student needs. Students are required to set personal goals and teachers help them to monitor their goals after assessments and benchmarks.
- Intervention/Extension time is embedded in the master schedule during the day. This time provides a consistent time for students and staff to work on interventions and extension. Our goal at HES is to target specific skills/learning targets that students may need.
- Design appropriate intervention lessons using individualized student data and set SMART goals for each student.
- A common collaboration time that provides professional growth for staff and allows for staff to collaborate with each other in regards to RTI, lesson planning and assessment design.
- Provide consistent use of resources across grade levels along with appropriate professional development in the use of those resources.
- Teachers conduct weekly collaborative planning meetings led by the team leader. Shared leadership model.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR results demonstrate that our students are not meeting the state standards in relative performance with emphasis on our special education students.

Root Cause: High quality first time instruction needs to be continually monitored and supported. Appropriate use of data analysis protocols and implementation of the learning cycle by all teachers must be maintained. Proper use of formative assessment to drive instructional decisions by all. Implement and monitor targeted interventions based on individualized student data.

Problem Statement 2: There continues to be underrepresented groups in achievement as represented in performance outcomes on standardized state assessments.

Root Cause: Lack of recognition and response to inequities in the instructional program.

Problem Statement 3: 70% of all students passed the 3rd/4th Reading 2023 STAAR. This is an increase of 3% since 2022.

Root Cause: A lack of consistent student attendance continues to be a concern. We have yet to return to pre-pandemic levels.

Problem Statement 4: 74% of all students passed the Math 2023 STAAR. This is an overall increase of 7% since 2022.

Root Cause: A lack of consistent student attendance continues to be a concern.

School Processes & Programs

School Processes & Programs Summary

Staff at HES are highly qualified. The number of teachers that have received English as a Second Language certification has increased. HES provides a variety of programs for students which include: Reading and Math intervention, Dyslexia Services, Gifted & Talented, ESL, Bilingual, Special Education, Art, Music, Media/Library, Technology Integration, Parent Outreach, and Community Involvement.

Teacher teams work collaboratively to develop proficiency maps, assessments, and high quality lessons which identify and focus on high impact/essential TEKS and learning targets. Learning Targets are assessed and students are provided intervention and extensions as a result.

Staff are involved in committees that promote the positive school climate and culture that exists at HES.

HES has a growing need for assistance and intervention with Spanish Speaking students especially at a Tier 2 and Tier 3 level.

There is also a need for student support in K-4 at the Tier 2&3 level for behavior and academics. A leveled behavior system is needed. Additional campus training will be conducted to provide clear communication regarding student discipline and positive behavior supports.

A system for monitoring attendance of students will be refined this school year yielding a higher impact on student achievement. Attendance incentives for students, classes, grade levels, and staff will be implemented.

Arise2Read is a sustained volunteer program that will be coming back to HES this next year. This volunteer program focuses on reading support for students in 2nd grade through a systematic weekly review and practice of sight words and mentorship.

The Positive Behavior Interventions and Supports (PBIS) Committee is an active part of the overall school system that meets regularly to improve student performance through promoting academics, excellence in character, behavior, and over all social well being of students and staff.

School Processes & Programs Strengths

Positive Behavior Support is an integral part of our campus wide system for student success both academically and behaviorally. Incentives for students and staff are in place to promote a positive and supportive learning environment. Scheduling is student centered for all academic and extracurricular endeavors.

Wonder Workshop is provided for Gifted and Talented students monthly.

Arise2Read is a sustained volunteer program that will return to HES for the 21-22 school year. This volunteer program focuses on reading support for students in 2nd grade through a systematic weekly review and practice of sight words and mentorship.

Campus Committees add value to the campus through the organization of events, systems, student incentive, staff incentives/activities, and other areas of need on the campus that improve the overall climate and culture of the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Reading Intervention needed for K-4 Spanish Speaking Students.

Root Cause: Lack of funding for an intervention teacher that is Spanish Speaking.

Perceptions

Perceptions Summary

Huntsville Elementary has a positive school climate based on feedback from parents, students and staff. HES has also been awarded the honor of being named a Model PLC School for the 21-22 school year. Students, staff and families are becoming more involved in activities and have a positive feeling about the school.

Below are just a few reasons that HES exhibits a positive culture and climate:

- Participation in academic activities (Honor Choir, Spelling Bee, Helping Hands etc.)
- Buzzy's Buck incentive program for positive behavior (Buzzy mobile store, E-Conduct parties, 9 weeks awards, Positive Office Referrals/Buzzy's Best T-Shirts)
- Full implementation of the Capturing Kids Hearts program.
- Teacher Buzzy Store and incentives.
- Book-It Reading Programs
- Buzzy Brag Tags, Employee and Staff member of the month recognitions
- Campus Committees
- PTO
- Teacher Mentors
- Student Mentors
- Bi-Monthly New Teacher Meetings
- Strong community partnerships, SHSU, ATime2Read, and Northside Baptist Church
- Active Facebook presence
- Weekly Monday Messenger
- Common systems in each grade level for communication with each other and with parents.

Perceptions Strengths

Positive Behavior Interventions and Support (PBIS Committee) functions to improve the overall climate for the students and staff.

Capturing Kids Hearts (CKH) has been fully implemented and supported by all staff and students.

Cohesive Staff--all staff are a part of a variety of committees that function to improve the climate and culture of the campus focussing on student support, staff encouragement, and parent/community involvement.

A variety of positive parent communication occur weekly and monthly--newsletters, teacher websites, HES facebook page, Friday Folders, Class Dojo, etc...

The Master Schedule is designed to protect learning time and include morning meetings for daily Character Education/Social Skills instruction. Huddle Time

is built into the Master Schedule. All students attend enrichment or intervention during this designated time.

Mentor teachers are supported by the Campus/District Professional Learning. Campus admin meets with new teachers 2X per month.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement overall is low in all groups.

Root Cause: Communication barrier exists for our Hispanic parents.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 1: Increase the percent of students at each of the Approaches, Meets, and Masters Level on STAAR.

Evaluation Data Sources: All students will pass state mandated assessments.

Achievement gaps between student populations will be eliminated.

The percentage of students from all student groups achieving advanced academic performance will increase from prior year.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will evaluate student achievement as evidenced by state level assessments, universal screeners, formative and unit assessments in math and reading for all student groups and provide research-based support through the Solution Tree Taking Action RTI model for interventions.</p> <p>Strategy's Expected Result/Impact: An academic plan for success can be developed for the campus that targets all student groups and individual students.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, & Support staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Snap & Read - 289 - Title IV, Part A, Sub 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: Use a variety ways to recognize students for attendance. Strategy's Expected Result/Impact: Increased attendance</p> <p>9-weeks award recognition</p> <p>End of year drawings and award recognition.</p> <p>Staff Responsible for Monitoring: Staff</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaboratively use data to plan Tier I instruction, Tier 2 classroom interventions/small groups, and Tier 3 interventions and/or enrichment.</p> <p>Strategy's Expected Result/Impact: Individual student needs will be able to be met as the data is disaggregated.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Interventionist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Extra Duty & Subs for Planning - 211 - Title I, Part A - \$12,500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Plan for monitoring student attendance.</p> <p>Registrar will make contact after 3 absences. Teacher also makes contact through classroom DOJO.</p> <p>Parent conferences set up after 10 absences with administrator.</p> <p>Strategy's Expected Result/Impact: Plan in place</p> <p>Frequent parent communication</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Attendance Clerk.</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Collaboratively monitor Response to Intervention (Rti) model and plans for academic and behavior needs of all student groups.</p> <p>Interventionists provide specific strategic support in the areas of math and reading as prescribed for individual students needs.</p> <p>Strategy's Expected Result/Impact: Rti Plans will be implemented with consistency and individually based on the needs of the student.</p> <p>Staff Responsible for Monitoring: Administration, SIT team, Teachers, Interventionists</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Continue Master schedule plan that includes Tier 2 intervention time for math and reading.</p> <p>Strategy's Expected Result/Impact: Time in Master schedule and schedules by grade.</p> <p>Will enhance the opportunities for students to follow their individual accelerated instruction plans.</p> <p>Staff Responsible for Monitoring: Administration , Teachers. Support staff</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Funding Sources: Supplies, Extra Duty & Subs for Planning - 211 - Title I, Part A - \$16,982</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Increase the number of opportunities for students to attend before or after school tutorials.</p> <p>Strategy's Expected Result/Impact: Individual student improvement on specified benchmarks and state assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Interventionists</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Extra Duty - Tutoring - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide core academic coaches to provide professional development, mentoring and modeling.</p> <p>Provide core academic specialists to increase student academic achievement .</p> <p>Provide research-based interventions and progress monitoring to identified students.</p> <p>Provide additional pull-out, before and after school assistance for at-risk students.</p> <p>Provide and replace/renew research-based and aligned resources in math and reading that supports all grade levels.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement through one-on-one teacher training.</p> <p>Increase student academic achievement through one-on-one student instruction.</p> <p>Increase student academic achievement through one-on-one personalized student interventions and instruction.</p> <p>Increase student academic achievement through one-on-one personalized student interventions and instruction through prescriptive tutorials.</p> <p>Staff Responsible for Monitoring: Director of C&I</p> <p>Principal</p> <p>Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Coach - Rdg - 211 - Title I, Part A - \$77,700, Instructional Coach - Math - State Comp Ed, Rdg & Math Interventionist, Dyslexia Teacher - State Comp Ed, Instructional Assistant - 211 - Title I, Part A - \$23,638, Extra Duty - Tutoring - 211 - Title I, Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 2: Increase the percent of students in all Special Programs scoring at each of the Approaches, Meets and Masters Level on STAAR.

Evaluation Data Sources: Professional development delivered will result in implementation of differentiated instruction, engaged learners, technology as learning tools, and teachers as leaders of learners.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide time for collaborative vertical planning, alignment, and the unpacking of standards for teachers through a collaborative planning time.</p> <p>Strategy's Expected Result/Impact: A deeper understanding of the Readiness and Supporting Standards. Teachers will meet and assist in aligning readiness TEKS. Resources to be used for the implementation of TEKS will be discussed to ensure the consistent use of resources provided.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - LOCAL, Extra Duty - for planning - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: ESF/RPA Element: 5.3</p> <p>Targeted Element: Teachers will use data to drive instruction through well designed lesson plans and progress monitoring of small groups and interventions. The goal is to plan student by student/skill by skill.</p> <p>Strategy's Expected Result/Impact: 1. Acad. coaches will model and support the individual components of Balanced Literacy and Balanced Math in the classrooms. This will allow for teachers to fluidly work with intervention groups. 2. Conduct learning walks to monitor the implementation of the RTI model. 3. District "look fors" are provided to teachers and monitored to help support classroom literacy/math environments. 4. Conduct Book Studies for all relative staff: Daily 5 (as needed) Daily Cafe (required) Taking Action (RTI Model) required 5. Promote and monitor the implementation of critical writing across all grade levels and content areas. 6. Implement and monitor the use of interactive journaling prompts based on student interest in all subjects. 7. Data is disaggregated and growth is measured in the areas of reading and math. 8. Data PLC's are held monthly and student progress is monitored.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Upgrade and/or provide teachers with current focused materials and/or training that targets the STAAR state assessment for use during school and during after-school tutorials and TIER II interventions.</p> <p>Strategy's Expected Result/Impact: Improved performance on STAAR.</p> <p>Targeted instruction based on the individual needs of the student as evidenced on their benchmark results throughout the year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Funding Sources: Resource Materials - 211 - Title I, Part A - \$20,000, Heggerty - 289 - Title IV, Part A, Sub 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 3: Increase the percent of students meeting or exceeding growth in Mathematics and ELA/Reading on STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement RtI and Interventions with fidelity across all campus grade levels.</p> <p>Track students across all 3 Tiers via progress monitoring and the development of Accelerated Instruction Plans (AIP).</p> <p>Strategy's Expected Result/Impact: 1. Clearly define the roles of teacher, academic coach and interventionists in the RtI process. Provide professional development for teachers and staff through PLCs to establish a clear understanding of the RTI process, including the development and understanding of all three (3) Tiers. 2. Introduce progress monitoring for all students (reading levels, STAAR, unit assessments, benchmarks). 3. Acad. coaches, principal and teachers collaborate to determine the interventions for each/individual student and design effective/leveled student groups. 4. Clarify the RTI process and monitor to ensure implementation with fidelity. (Behavior/Academic) 5. Student goal-setting. 6. Compare 2019 STAAR to district's program assessments. Are assessments predictive of STAAR performance? 7. Students able to evaluate their own learning data from previous year's STAAR results. Are district program assessments predictive of student growth?</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coaches Counselor Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 4: Increase the percent of students on track for Reading(PK-K) or reading on grade level (1-8).

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementation of the Balanced Literacy/Math Models for all grade levels and supply appropriate training/reading materials.</p> <p>Continue training and support of the Daily 5/3 Model.</p> <p>Continue training and support of the CAFE Model (student conferring system).</p> <p>Strategy's Expected Result/Impact: All students reading on expected PM levels.</p> <p>Staff Responsible for Monitoring: Administrators, Interventionists and Academic Coaches</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Funding Sources: Student reading materials - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1: Implement procedures and systems that promote and support positive behaviors.

Evaluation Data Sources: Trend data charts will reflect a decline in the number of referrals by all student groups.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continued implementation of the campus-wide Positive Behavior Support plan. Continue to support and implement the CKH (Capturing Kids Hearts) framework for campus-wide positive behavior support.</p> <p>Provide student and staff incentives: Students- Positive Office Referrals, Buzzy Mobile Store, Buzzy Brag Tags, Office Shout-Outs, Lunch with the Principals/ Staff- Buzzy Store, Shout-Outs</p> <p>Strategy's Expected Result/Impact: Decreased campus discipline issues.</p> <p>Increased positive campus culture and morale for staff and students.</p> <p>Staff Responsible for Monitoring: Administration, Staff</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement PBIS and TIER I Behavior interventions that will help create a positive campus culture.</p> <p>Strategy's Expected Result/Impact: Improve student social skills and decrease discipline referrals as evident in the Big 5 Data.</p> <p>Staff Responsible for Monitoring: Administration, School Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 2: Monitor and assess the effectiveness of the district health, safety and emergency plans.

Evaluation Data Sources: Trend data charts of student placement in OSS, ISS and DAEP indicates a decrease in total repeat placements.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop, provide, and review Crisis Management plan for all areas of need to ensure safety for entire school. Strategy's Expected Result/Impact: Plans in place, Drills: Fire, Weather and Active Shooter.</p> <p>Improved safety for the campus in all areas. Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement Emergency Management Committee meetings on a monthly basis. Strategy's Expected Result/Impact: Increase staff responsiveness in the event of a crisis. Staff Responsible for Monitoring: Principal, Assistant Principal, School Nurse</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 3: Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Sources: All plans in place and conducted by staff as needs arise.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide prevention and intervention programs for identified areas of need such as: Social Skills, Self Esteem, Character Education , and Bullying. Quaver curriculum will be implemented.</p> <p>Strategy's Expected Result/Impact: Plans in place and Dates of programs.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff training on the social, cultural, and developmental needs of students and how they impact behavior and academic success.</p> <p>Strategy's Expected Result/Impact: Agendas and Sign Ins Provide for professional development opportunities</p> <p>Students begin to develop necessary skills to deal with difficult social situations and pressure from peers.</p> <p>Staff Responsible for Monitoring: Administration, Counselor and Staff</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Teacher PD - 211 - Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will improve parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 1: Provide opportunities for parent and community involvement which promotes academic achievement and school spirit.

Evaluation Data Sources: Increased community involvement in all operations of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students and families information on programs and resources to use outside of school to support learning.</p> <p>Strategy's Expected Result/Impact: Host parent literacy nights.</p> <p>Provide parent resources for literacy at home.</p> <p>Establish Lil Hornets Reading Program.</p> <p>Continue Book Fair at least 1x per year.</p> <p>Provide parent survey.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Staff</p> <p>Funding Sources: Supplies and Snacks for PFE events - 211 - Title I, Part A - \$3,200</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop committees to help plan events to celebrate accomplishments and share learning with parents and community.</p> <p>Strategy's Expected Result/Impact: Establish a Parent/Community involvement committee.</p> <p>Campus Advisory Committee meets 1x per month.</p> <p>Promote an active PTO.</p> <p>Staff Responsible for Monitoring: Committees</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will improve parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 2: Provide a variety of communication methods to share information with parents, students and community stakeholders.

Evaluation Data Sources: Completed list of communications shared with all stakeholders.

Strategy 1 Details	Reviews			
<p>Strategy 1: Use a variety of resources to increase communication with families to promote awareness, and a sense of unity.</p> <p>Strategy's Expected Result/Impact: Publications and increased awareness</p> <p>Campus website, social media, parent newsletter, BlackBoard, Classroom Dojo, weekly take-home folders/planners.</p> <p>Staff Responsible for Monitoring: Administration and staff</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will improve parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 3: Provide district and campus opportunities which encourage and support parent involvement in the education of their children.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parent involvement nights in both math and reading. Provide parent opportunities to meet teachers and become involved with their child's curriculum and school through Meet and Greet, Open House and Parent-Teacher Conferences.</p> <p>Strategy's Expected Result/Impact: Sign in Sheets Parent Survey</p> <p>Foster and build relationships with our parents.</p> <p>Staff Responsible for Monitoring: Administrators, Teacher Program Facilitators</p> <p>Funding Sources: PFE Supplies & Snacks - 211 - Title I, Part A - \$1,900</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the district's mission and core belief statements.

Evaluation Data Sources: Completed reviews of studies related to effectiveness completed and findings implemented.

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain the Ten Components of a School-wide Campus as a Title I school. Strategy's Expected Result/Impact: Campus Plan Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Allocate resources to provide professional development focused on needs of students and staff. Strategy's Expected Result/Impact: Improved student achievement and staff quality. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Funding Sources: New Tchr Academy ESC6 & Pay for pre-contract PD - 255 - Title II, Part A, Teacher Reading Materials - 211 - Title I, Part A - \$2,408, Teacher PD - 211 - Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Allocate funds to continue to purchase technology devices and programs that engage students and staff in purposeful learning. Strategy's Expected Result/Impact: Increased use of devices in lessons and activities that have a positive impact on student achievement. Staff Responsible for Monitoring: Administration and Staff</p> <p>Funding Sources: Student & Teacher equipment needs/replacements - 211 - Title I, Part A - \$15,500, Rosetta Stone access for EB students - 263 - Title III, Part A</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Allocate funds for grade level Field trips to enrich the curriculum and make connections to learning and the real world.</p> <p>Strategy's Expected Result/Impact: Events planned</p> <p>Staff Responsible for Monitoring: Principal and staff</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Allocate funds that continue to provide specific parental engagement activities that will continue to support student programs.</p> <p>Strategy's Expected Result/Impact: Positive parent partnerships</p> <p>Staff Responsible for Monitoring: Administration, teachers, parents</p> <p>Funding Sources: PFE snacks and supplies - 211 - Title I, Part A - \$3,200</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Allocate funds to continue to support the after-school tutorial program as well as in-school access to tutoring.</p> <p>Strategy's Expected Result/Impact: Increase student achievement by focusing on specific TEKS as evidenced by benchmark data.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Funding Sources: Extra Duty - Tutoring - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Allocate funds to continue to purchase technology devices and programs to enhance 504/RTI.</p> <p>Strategy's Expected Result/Impact: Improved student achievement, staff quality, and documentation of 504/RTI students.</p> <p>Staff Responsible for Monitoring: Principal/RTI Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 2: Develop and implement a plan to maintain and/or improve the educational/safety environment and capabilities of our facilities/field trips.

Evaluation Data Sources: All facilities capable of meeting the needs of student learners.

Strategy 1 Details	Reviews			
<p>Strategy 1: Upgrade classrooms by providing more flexible furniture that focuses on engaging all students and that caters to specific learning styles.</p> <p>Continue to upgrade furniture based on campus replacement plan.</p> <p>Strategy's Expected Result/Impact: Leveled furniture caters to specific student needs/learning styles.</p> <p>Replace broken/old desks.</p> <p>Provide for flexible arrangements that will facilitate small group instruction/stations.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Upgrade equipment to improve procedures/safety on campus on campus</p> <p>Continue to upgrade equipment based on the campus replacement plan.</p> <p>Strategy's Expected Result/Impact: Replace radios to improve dismissal/recess communication</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the same color shirts for grade-level field trips to improve the safety of all students attending.</p> <p>Strategy's Expected Result/Impact: No students will be left or lost during a field trip.</p> <p>Staff Responsible for Monitoring: teachers/staff attending</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 1: Hire and retain qualified personnel using district developed processes and procedures.

Evaluation Data Sources: Data charts reflect a decline in teacher turnover rate.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a variety of ways to support a new teacher including an assigned mentor. Strategy's Expected Result/Impact: Monthly meetings with administrators and mentors. Staff Responsible for Monitoring: Administration and Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - LOCAL, Mentor Stipend - 255 - Title II, Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue committees that provide the staff the opportunity to help with campus decisions and promote unity and ownership. Strategy's Expected Result/Impact: Various committees include:</p> <ul style="list-style-type: none"> Campus Advisory Climate Parent Involvement PBIS Emergency Response <p>Staff Responsible for Monitoring: Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for continued education for certifications for special groups such as GT, ESL, and Dyslexia.</p> <p>Strategy's Expected Result/Impact: More staff with supplemental certifications.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities to recognize staff in a variety of ways.</p> <p>Provide team-building opportunities throughout the year.</p> <p>Provide additional planning opportunities when and where possible both horizontally and vertically.</p> <p>Provide staff surveys that allow for feedback.</p> <p>Strategy's Expected Result/Impact: Opportunities for staff feedback and input</p> <p>Staff daily shout-outs</p> <p>Staff luncheons and recognitions</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Continue New Teacher Academy monthly for all 0-2 year teachers. Strategy's Expected Result/Impact: Provide mentors for all 0 year teachers. Meetings are held bi-monthly. Relevant book studies are conducted at the rate of 1 per semester. Staff Responsible for Monitoring: Administration, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 2: Increase recruiting of qualified teachers for all positions with an emphasis on critical needs areas such as, math, science, bilingual education and other foreign languages.

Evaluation Data Sources: All positions filled with highly qualified, competent educators prepared to meet the needs of student learners.

Strategy 1 Details	Reviews			
Strategy 1: Continue to support clinical interns in all critical, high-needs areas. Strategy's Expected Result/Impact: Recruit new teachers in high-needs areas. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 3: Refine a plan to provide/attend high-quality professional development that fosters growth, and includes tiered support for all teachers and staff.

Evaluation Data Sources: The number of certified ESL staff will increase in the system. Continue to improve the instruction of all teachers through targeted professional development.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities or attend training for any teacher. Strategy's Expected Result/Impact: Number of teachers with certification. Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for professional development that supports social and emotional learning as well as mental health. Strategy's Expected Result/Impact: Increase student(s) overall sense of well-being and foster positive relationships with school staff. Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for teachers to receive professional development in small group student interventions as well as Response to Intervention (RTI) methodologies for both academics and behaviors as needed.</p> <p>Strategy's Expected Result/Impact: Supports overall teacher pedagogy and enhances the instructional process.</p> <p>Staff Responsible for Monitoring: Campus leadership team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Huntsville Elementary

Total SCE Funds: \$437,455.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Huntsville Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Crissie Fowler	Instructional Coach - Math	1
Freda Shaw	Dyslexia Teacher	1
Kathryn Johnson	Interventionist - Rdg	1
Tamatha Elliott	Interventionist - Math	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Charli Russell	IA - General		1
Tanya Panquerne	Instructional Coach - ELA		1

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Extra Duty & Subs for Planning		\$12,500.00
1	1	6	Supplies, Extra Duty & Subs for Planning		\$16,982.00
1	1	7	Extra Duty - Tutoring		\$5,000.00
1	1	8	Extra Duty - Tutoring		\$10,000.00
1	1	8	Instructional Coach - Rdg		\$77,700.00
1	1	8	Instructional Assistant		\$23,638.00
1	2	1	Extra Duty - for planning		\$5,000.00
1	2	3	Resource Materials		\$20,000.00
1	4	1	Student reading materials		\$5,000.00
2	3	2	Teacher PD		\$2,000.00
3	1	1	Supplies and Snacks for PFE events		\$3,200.00
3	3	1	PFE Supplies & Snacks		\$1,900.00
4	1	2	Teacher PD		\$2,000.00
4	1	2	Teacher Reading Materials		\$2,408.00
4	1	3	Student & Teacher equipment needs/replacements		\$15,500.00
4	1	5	PFE snacks and supplies		\$3,200.00
4	1	6	Extra Duty - Tutoring		\$5,000.00
Sub-Total					\$211,028.00
Budgeted Fund Source Amount					\$211,028.00
+/- Difference					\$0.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	New Tchr Academy ESC6 & Pay for pre-contract PD		\$0.00
5	1	1	Mentor Stipend		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00

255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Rosetta Stone access for EB students		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,475.00
+/- Difference					\$50,475.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4			\$0.00
1	2	1			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
3	2	1			\$0.00
4	1	4			\$0.00
4	2	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	3	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00

LOCAL						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$0.00
289 - Title IV, Part A, Sub 1						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	Snap & Read		\$0.00	
1	2	3	Heggerty		\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$0.00
					+/- Difference	\$0.00
State Comp Ed						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	8	Instructional Coach - Math		\$0.00	
1	1	8	Rdg & Math Interventionist, Dyslexia Teacher		\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$0.00
					+/- Difference	\$0.00
Bilingual Allotment						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$0.00
					+/- Difference	\$0.00
212 - Title I, Part A, School Improvement Grant						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$0.00
					+/- Difference	\$0.00
					Grand Total Budgeted	\$261,503.00
					Grand Total Spent	\$211,028.00
					+/- Difference	\$50,475.00

Huntsville Independent School District

Huntsville High School

2025-2026 Campus Improvement Plan



Mission Statement

Vision

HHS Vision- providing a culture that inspires students and staff to own their learning so they are prepared for life. Own it!



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Huntsville High School has approximately 1847 students. Our ethnic breakdown is 25.45% African American, 37.79% Hispanic, 33.35% White, 1.03% Asian and 1.90% two or more races. We are 68.71% economically disadvantaged. 62.48% of our students are considered at risk. 17.6% of our students are Emergent Bilingual. Our special education population is 10.07%. Our mobility rate is 11.5%. 86.7% percent of our students graduated on the recommended or Distinguished graduation plan. Our average class size breaks down as: 18.5% English Language arts; 19.8% Foreign Languages, 19.7% mathematics, 20.8% Science and 19.9% Social studies. Our drop out rate is 3.0%.

Demographics Strengths

The following have been identified as demographic strengths.

- Our mobility rate is 11.5% and the state mobility rate is 15.4%.
- 87.2% of our graduates graduated on the recommended or distinguished graduation plan. The state is 84.1%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The dropout rate is 3.0 and the state average is 1.9. The African American (3.1), Hispanic (3.8), White (2.2). Hispanic students are higher than other demographics on our campus, and higher than the state average

Root Cause: Students are coming from lower grade levels with significant gaps to overcome, particularly with reading deficiencies.

Problem Statement 2: The percentage of students graduating in 4 years is 87.6 when compared to the state average of 90%. African American graduation rate is 81%, Hispanic is 75.5% and white is 86.5.

Root Cause: There are significant learning gaps for students entering high school, and they become frustrated as they navigate course work.

Problem Statement 3: Student transcripts showed the need for auditing in order to fulfill the requirements of graduation, CCMR, Law Enforcement, & CPR acknowledgements

Root Cause: Lack of systems for record keeping and tracking students to track CCMR & unfunded mandates of Law Enforcement & CPR acknowledgements.

Student Learning

Student Learning Summary

Huntsville High School did meet overall standard according to the TEA 2022 Accountability Ratings. Our overall score was a 71. HHS will be labeled as "Met Standard." We met standard in Domain 1 Student Achievement and Domain II School Progress. We also met standard in Domain III Closing the Gaps. We did not receive any distinctions in any area.

End of course results indicate a need for staff development in the area of Math & ELA. We also need to look at our SPED students and make sure IEPs are being followed. Our Emergent Bilingual students also have shown improvement, however we will continue to service their needs as our enrollment increases. Student performance has begun to increase over the last three years.

Based on all of the data utilized to evaluate student achievement, and the fact that more than 68% of our student population come from low-income families, we feel that our campus could improve student academic achievement by implementing the requirements of a Title I Schoolwide program.

Student Learning Strengths

Huntsville High School students perform well in many of the fine arts and UIL competitions. We have had several students and teams reach the state level in multiple fine arts and athletic events. Our participation numbers in UIL academic events continue to increase as well as our success rate. Our students receiving certifications in their CTE courses have increased. We have a substantial amount of total scholarship dollars offered by our graduating seniors.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of students passing the English 1, English 2 EOC, and Algebra I exams are significantly lower than the state average, however have begun to increase over the last year. English 1 and English 2 EOC passing rate was 47% (E1) 50% (E2) Spring 2019.

Root Cause: Lack of depth of knowledge and understanding of ELA and Math curriculum to provide a high level of instruction.

Problem Statement 2: SPED and Emergent bilingual student scores on English EOC/STAAR subject areas are not performing at the state level.

Root Cause: Lack of training in differentiation strategies to meet the needs of the identified students.

Problem Statement 3: There is a low attendance rate for students and staff trending over last 3 years.

Root Cause: Teacher and student morale. Impacts of COVID concerns.

Problem Statement 4 (Prioritized): 43% of all students did not meet the required standard for Algebra 1 EOC and 46% on English 1 and 43% English 2 EOC.

Root Cause: Math and English instruction not being provided at a consistent and rigorous level for students to meet the state standards on Algebra 1 EOC and English 1 and 2 EOC.

School Processes & Programs

School Processes & Programs Summary

Huntsville High school uses the curriculum cornerstones based on the TEKS Resources system for our curriculum. Following the year at a glance as the scope and sequence is a non negotiable. The Instructional Focus Document is used to help teachers see the depth and complexity to which student expectations should be taught. Tutorials are provided before or after school, Saturdays and during Hornet Time. A credit recovery and credit acceleration program is in place for students who need to recover credits or pursue credits.

Huntsville High School has a dedicated period to PLC for English, Math, Science and SS for EOC tested areas. Hornet Time is a designated 25 minute period for EOC interventions. TSI, PSAT/SAT enrichment through Edgenuity.

Huntsville High school has 3 Full-Time instructional Coaches for English, Math, and Social Studies.

Huntsville High School maintains less than a 100% highly qualified staff. We have approximately 160 total staff members. 23.6% of our teachers have 11-20 years of experience. 13.1% have more than 20 years; 14.5% have 6-10 years of experience and 37.1% have 1-5 years of experience. 11.8% are first year teachers. Teachers are offered multiple opportunities for professional growth. Teacher turnover rate dropped significantly.

91% retention rate of ALL staff

93% retention rate of NEW Teachers

Huntsville High school uses various committees to plan and develop appropriate programs to address the specific needs of our students. The committees include a campus leadership team, Guiding Coalition, and a PBIS team. The campus based committees are all decision making entities. a student advisory cabinets are in place and meet with the principal monthly to discuss student issues and perceptions.

HHS utilizes technology in all content areas in order to support a 21st century learning environment. HHS is a 1:1 campus with Chromebooks to increase the number of technology devices for student use on campus. There has been an intentional effort to rebrand the library into the Innovative Learning Center led by the Innovative Learning Specialist.

School Processes & Programs Strengths

Curriculum, Instruction and Assessment strengths are:

- IC-ELA, Math, Science and Social Studies
- Credit recovery program (Edgenuity)

- Edgenuity for SAT/ACT prep
- Use of common formative assessments, common unit assessments
- PLC planning within core tested subjects
- District learning coaches with PLCs 5x week
- Number of dual credit courses offered
- AP participation and performance in Social Studies
- District Curriculum housed in TEKS Resources

Staff quality, recruitment, and retention strengths are:

- Professional development opportunities
- Leadership team
- Class size
- PLC planning time
- PLC support
- Teacher Resource campus webpage
- Mentor teachers
- PTO and POP celebrations, luncheons, treats, etc.

Family and community Involvement strengths are:

- Partnership with the POP sponsors
- Welcome to the Hive night for all 8th grade student and parents
- Freshmen/New student Orientation sessions
- Remind texts
- Thrillshare Messenger
- Twitter
- Facebook
- Campus Webpage
- Walk of Champions
- Parent/Teacher conference days
- Bi-weekly e-mails from teachers
- Skyward Family Access
- Teacher webpages

School context and organization strengths are:

- shared decision making
- protection of instructional time
- intentional planning time for core tested subjects

Technology strengths:

- 1:1 with Chromebooks
- WAPS and increased bandwidths
- Implementation of Google classroom for students and staff
- Ongoing staff development training
- ILS support
- Chromebook hospital

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 30% of all students did not meet the required state for Algebra 1

Root Cause: Math instruction not being provided at a rigorous level for all students to meet the state standards on Algebra 1/EOC.

Problem Statement 2 (Prioritized): The district and campus did not have a successfully implemented RtI process that is vertically aligned.

Root Cause: Teachers need additional training on the RtI process and Tier I and II strategies.

Problem Statement 3: HHS (19.3) has scored lower than the state average (20.6) in the past 5 years on the ACT.

Root Cause: Students lack the overall skills to perform well on standardized exams.

Problem Statement 4 (Prioritized): PBIS data shows the highest number of referrals are generated from the individual classrooms.

Root Cause: There is no consistent framework and a lack of staff development on classroom management techniques and systems.

Problem Statement 5: Students are not given the opportunity to write across the curriculum.

Root Cause: Lack of understanding of the writing process by teachers.

Problem Statement 6: Special education students across all EOC/STAAR subject areas are performing much lower than all student groups.

Root Cause: There was a lack of consistency between the general education teacher and special education teacher in planning, implementing of lessons.

Problem Statement 7: Emergent Bilingual students are performing below the targeted areas on English STAAR/EOC tested subjects.

Root Cause: The campus has been slow to identify all Emergent Bilingual students and levels of proficiency in speaking, reading and writing.

Problem Statement 8 (Prioritized): 48% of all students taking ELA/Reading E1, 49% E2 EOC did not meet the required state standard.

Root Cause: English instruction not being provided at a consistent and rigorous level for students to meet the state standards on English 1 and English 2 EOC.

Perceptions

Perceptions Summary

Parent involvement is important at the high school level. There is often a breakdown between parents, students and teachers due to time constraints, misinformation and the mobility of our students. Staff members report that many attempts are made to contact parents but there is either no answer or the number is out of service. Each teacher is required to send bi-weekly e-mails to parents in all classes. Huntsville High School recently started a weekly page in the Huntsville Item to share high school information with the community and parents. All HIVE announcements are announced daily and are posted for the public to view. This provides an easy way for parents to watch the daily announcements. The Principal utilizes the Remind text app, and the Thrillshare messenger system. The Principal also has a Q/A segment at all PTO meetings.

This area was a primary focus with intentional efforts to improve student pride and participation, teacher morale, and increase overall campus expectations. Communication was also a primary focus within the campus and with the community. The school culture had experienced a large turnover rate in a span of the last 10 years.

Perceptions Strengths

Family and community Involvement strengths are:

- Partnership with the POP sponsors
- Welcome to the Hive night for all 8th grade student and parents
- Freshmen Orientation sessions
- Principal's Monthly Bulletin
- Remind texts
- Blackboard Messenger
- Twitter
- Facebook
- Campus Webpage
- Walk of Champions
- Parent / Teacher conference days
- Bi-weekly e-mails from teachers
- Skyward Family Access
- Teacher webpages

Our school culture and climate strengths include:

- Multitude of clubs and organizations
- College and career center that supports students in applying for college, scholarships, ACT, SAT, TSI, and AP / DC opportunities.
- Principal's student advisory cabinets (9-12 and Student Council)
- Leadership Team
- PBIS team
- Walk of Champions
- Hornet High Fives
- Principal's daily announcements
- Social Media (Tweeting/Facebook our story and strengths)
- The HIVE announcements
- School ID's and lanyards
- Hornet Qualities
- Hornet Cliff Notes

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is no consistent framework in classroom management procedures.

Root Cause: Lack of professional development and follow through support of the PBIS framework.

Problem Statement 2 (Prioritized): Some students feel disconnected from the learning environment.

Root Cause: Technology dependence has shown impactful from COVID.

Priority Problem Statements

Problem Statement 8: 30% of all students did not meet the required state for Algebra 1

Root Cause 8: Math instruction not being provided at a rigorous level for all students to meet the state standards on Algebra 1/EOC.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The district and campus did not have a successfully implemented RtI process that is vertically aligned.

Root Cause 9: Teachers need additional training on the RtI process and Tier I and II strategies.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: PBIS data shows the highest number of referrals are generated from the individual classrooms.

Root Cause 10: There is no consistent framework and a lack of staff development on classroom management techniques and systems.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There is no consistent framework in classroom management procedures.

Root Cause 11: Lack of professional development and follow through support of the PBIS framework.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: 48% of all students taking ELA/Reading E1, 49% E2 EOC did not meet the required state standard.

Root Cause 12: English instruction not being provided at a consistent and rigorous level for students to meet the state standards on English 1 and English 2 EOC.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Some students feel disconnected from the learning environment.

Root Cause 13: Technology dependence has shown impactful from COVID.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: 43% of all students did not meet the required standard for Algebra 1 EOC and 46% on English 1 and 43% English 2 EOC.

Root Cause 14: Math and English instruction not being provided at a consistent and rigorous level for students to meet the state standards on Algebra 1 EOC and English 1 and 2 EOC.

Problem Statement 14 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

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 released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: ACADEMIC PERFORMANCE-All students will achieve academic success and demonstrate growth.

Performance Objective 1: Increase percent of students meeting the state and district assessment standards in Math, English, Science, and History.

Evaluation Data Sources: Student passing rate will increase by 15% in Algebra 1, English 1 and 2, Biology, & US History state mandated assessments. Student growth will increase among all sub-populations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate student achievement as evidenced by state level assessment for all student groups.</p> <p>Strategy's Expected Result/Impact: Increased scores</p> <p>Staff Responsible for Monitoring: Campus administration, Teachers</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: STAAR / EOC data - LOCAL - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize data from state and benchmark assessments for analyzing student performance, instructional effectiveness, and as a predictor of State of Texas Assessments of Academic Readiness (STAAR) performance, and development of appropriate interventions.</p> <p>Strategy's Expected Result/Impact: Increase in scores</p> <p>Staff Responsible for Monitoring: Campus administration, Teachers and Instructional Coaches</p> <p>Funding Sources: STAAR / EOC data - LOCAL - \$0, Snap & Read - 289 - Title IV, Part A, Sub 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a full spectrum of SPED Instruction and implementing inclusion support services for meeting the needs of our SPED students.</p> <p>Strategy's Expected Result/Impact: Student success</p> <p>Staff Responsible for Monitoring: SPED Coordinator, Campus administration, Teachers</p> <p>Funding Sources: - LOCAL - \$0, Classroom Support Teachers (2) and IA (1) - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will monitor EB student accommodations in Ellevation. Strategy's Expected Result/Impact: Students Success Staff Responsible for Monitoring: Campus administration, ELL Coordinator, Teachers Funding Sources: Bilingual IA & Rosetta Stone access for EB students - 263 - Title III, Part A - \$0, - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Develop a systematic Response to Intervention (RtI) model for academic and behavioral needs. Strategy's Expected Result/Impact: Improved RtI Procedures in place on campus, improved student performance on state assessments. Staff Responsible for Monitoring: Campus administration, Counselors, RtI committee, Teachers Funding Sources: - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide transition opportunities for incoming Freshman to HHS. Strategy's Expected Result/Impact: Freshman will have a higher success rate--passing courses and less discipline referrals. Staff Responsible for Monitoring: Counselors, Campus administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Manage PGP plans to support student success. Strategy's Expected Result/Impact: PGP plan, parent contact Staff Responsible for Monitoring: Counselors and Dean Funding Sources: Eduthings - 289 - Title IV, Part A, Sub 1, Credit Recovery Teacher and IA - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Conferences with students and parents about excessive absences. Strategy's Expected Result/Impact: Higher Attendance rate Staff Responsible for Monitoring: Teachers / Administrators, Truancy Officer Funding Sources: - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Provide professional development on TEKS Resources and the TEKS Guide.</p> <p>Strategy's Expected Result/Impact: All teachers in the Core subjects will have a complete knowledge of the TEKS Resources.</p> <p>Staff Responsible for Monitoring: Director of Secondary Education, Principal, Dean, Assistant Principals and Instructional Coaches</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: TEKS Resources/district curriculum - LOCAL, PD - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide professional development to increase teacher understanding of benchmark testing/CFAs/data digs.</p> <p>Strategy's Expected Result/Impact: All teachers will know areas that students need Tier II interventions.</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Coaches, Principal, Dean and Assistant Principals.</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: Current data from CFAs, STAAR Testing and Benchmarks - LOCAL, Region 6 PD - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Implement an intervention program for students that did not reach the state standard on all EOC exams, STAAR Reading 8 and Math 8</p> <p>Strategy's Expected Result/Impact: Increase in student performance on EOC exams.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal and Dean</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Continue to use the backwards by design lesson planning, creating purposeful lesson planning to ensure TEKS are taught high a high level of rigor.</p> <p>Strategy's Expected Result/Impact: Increase scores on EOC exams</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Instructional Coaches and Teachers</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 13 Details	Reviews			
<p>Strategy 13: Provide core academic coaches to provide professional development, mentoring, and modeling. Strategy's Expected Result/Impact: Increase student academic achievement through one-on-one teacher training. Staff Responsible for Monitoring: Director of C&I</p> <p>Funding Sources: 2.5 Instructional Coaches - 211 - Title I, Part A - \$182,067, 1 Instructional Coach - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Provide core academic specialists to increase student academic achievement. Strategy's Expected Result/Impact: Increase student academic achievement through one-on-one student instruction. Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Math and Rdg Interventionist & Dyslexia Teacher - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Provide research-based interventions and progress monitoring to identified students. Strategy's Expected Result/Impact: Increase student academic achievement through one-on-one personalized student interventions and instructions. Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: IA - General - 211 - Title I, Part A - \$24,095</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: Provide high-quality instructional materials, technology devices, and teacher training in order for teachers to evaluate electronic student assessment data and create quality lessons for intervention and enrichment. Strategy's Expected Result/Impact: Teachers will be able to provide quality and engaging lessons and evaluate student data. Staff Responsible for Monitoring: Principal, Dean of Instruction</p> <p>TEA Priorities: Improve low-performing schools -</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: ACADEMIC PERFORMANCE-All students will achieve academic success and demonstrate growth.

Performance Objective 2: Develop an annual comprehensive staff development plan based on best practices research, identified areas of weakness and required employee training.

Evaluation Data Sources: Professional development delivered will result in implementation of differentiated instruction, engaged learners, technology as learning tools, and teachers as leaders of learners.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to equip teachers with strategies to address the English Language Proficiency Standards and meet the needs of EB students in all content areas.</p> <p>Strategy's Expected Result/Impact: Increase in ELL success</p> <p>Staff Responsible for Monitoring: Campus Administration, ELL Coordinator</p> <p>Funding Sources: - LOCAL - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing staff development for new teachers to Huntsville ISD. Provide a mentor teacher who meets monthly with new teachers. Implementation of NEW Teacher Program to provide supports to teachers new to the profession.</p> <p>Strategy's Expected Result/Impact: Retention of teachers,</p> <p>Staff Responsible for Monitoring: Campus administration, new teacher mentors</p> <p>Funding Sources: - LOCAL - \$0, Mentor Stipends - 255 - Title II, Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide staff development in using assessments to guide instruction. Meet with core academic teachers(Math, Science, English, & History) in fall and spring semesters.</p> <p>Strategy's Expected Result/Impact: Increased student success</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Funding Sources: - LOCAL - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide staff development to review State Accountability System-Student Achievement, School Progress and Closing the Gaps with staff members.</p> <p>Strategy's Expected Result/Impact: Increased understanding of accountability system</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - LOCAL - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: ACADEMIC PERFORMANCE-All students will achieve academic success and demonstrate growth.

Performance Objective 3: Implement the district curriculum in all subjects/courses to facilitate academic success for all students.

Evaluation Data Sources: Curriculum content and programs implemented to meet the needs of student learners.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide information to students to prepare them for success beyond high school</p> <p>Strategy's Expected Result/Impact: Student prepared for post-secondary education--increase in CCMR score.</p> <p>Staff Responsible for Monitoring: Principal, CTE Director, Counselors</p> <p>Funding Sources: Transition U Materials - 289 - Title IV, Part A, Sub 1 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborate with Lone Star College, Sam Houston State University, and The University of Texas OnRamps for dual credit course and developmental classes.</p> <p>Strategy's Expected Result/Impact: Number of college hours students have at graduation. Number of students who place out of developmental classes at college level.</p> <p>Staff Responsible for Monitoring: Campus administration, CTE Director</p> <p>Funding Sources: - LOCAL - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Investigate, develop and implement relevant CTE certifications and programs.</p> <p>Strategy's Expected Result/Impact: Number of students served in the program, increase in CCMR score on state accountability system</p> <p>Staff Responsible for Monitoring: CTE department</p> <p>Funding Sources: None - LOCAL - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental materials for after school tutorials, Tier I and Tier II planning Strategy's Expected Result/Impact: Students will close learning gaps to address learning loss. Staff Responsible for Monitoring: Campus Administration</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Supplies - 211 - Title I, Part A - \$15,417</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide researched based manipulatives in core content areas that will increase understanding by providing concrete examples of essential TEKS in all content areas. Strategy's Expected Result/Impact: Improved student scores on campus formative and summative assessments Staff Responsible for Monitoring: Campus Administration</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 - Title I, Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1: Develop and implement procedures and systems that promote and support positive behaviors.

Evaluation Data Sources: Trend data charts will reflect a decline in the number of referrals by all student groups.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase hallway visibility by campus administrators and staff. Strategy's Expected Result/Impact: Increase in visibility by administration, result in few discipline referrals. Staff Responsible for Monitoring: Campus administration Funding Sources: Time - LOCAL - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use video cameras to enhance student safety Strategy's Expected Result/Impact: Decrease in referrals Staff Responsible for Monitoring: Campus administration Funding Sources: Video system--in place - LOCAL - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Designate and monitor teacher duty stations. Strategy's Expected Result/Impact: Teacher documentation log-assigned to AP Staff Responsible for Monitoring: Campus administration Funding Sources: - LOCAL - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide staff development and implement PBIS & CKH models to reduce discipline referrals. Strategy's Expected Result/Impact: Decrease in referrals Staff Responsible for Monitoring: PBIS team, Campus administration Funding Sources: Whatley-Torres, Damon West - 211 - Title I, Part A - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Truancy Officer will track daily attendance and send home written documentation for excessive absences. Strategy's Expected Result/Impact: Increase in student attendance Staff Responsible for Monitoring: Truancy Officer, Assistant Principals, Principal Funding Sources: None - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Parent/student conferences will take place for excessive absences. Strategy's Expected Result/Impact: Increase in student attendance and increase academic performance Staff Responsible for Monitoring: Truancy Officer, Assistant Principals and Principal Funding Sources: - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 2: Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Sources: Trend data charts of student placement in OSS, ISS and DAEP indicates a decrease in total repeat placements.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Restorative Practices to reduce number of assignments to OSS, ISS and DAEP. Strategy's Expected Result/Impact: decrease in placements Staff Responsible for Monitoring: Campus administration, PBIS Committee Funding Sources: Time - LOCAL - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor DAEP placements and transitions back from DAEP. Strategy's Expected Result/Impact: Documentation log of interventions tried and review of placements Staff Responsible for Monitoring: Principal and Assistant Principals and Assistant Superintendent Funding Sources: - LOCAL - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A student orientation in "classwide" meetings that addresses the student handbook will be held at minimum at the beginning of the school year and more often, if necessary. Strategy's Expected Result/Impact: Completion of student orientation program Staff Responsible for Monitoring: Assistant Principals Funding Sources: None - LOCAL - \$20</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The teachers will clearly define and discuss classroom expectations with students. Strategy's Expected Result/Impact: Decrease in office referrals. Staff Responsible for Monitoring: Teachers Funding Sources: Professional Development - LOCAL - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 3: Develop, monitor and assess effectiveness of the District health, safety and emergency plans.

Evaluation Data Sources: All plans in place and conducted by staff as needs arise.

Strategy 1 Details	Reviews			
Strategy 1: Review the Crisis Management Plan Strategy's Expected Result/Impact: Prepared for emergencies Staff Responsible for Monitoring: Campus administration Funding Sources: - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Crisis scenarios will be presented to the staff to define expectations in the event a crisis should arrive. Strategy's Expected Result/Impact: Prepared to react in an event of an emergency or crisis situation. Staff Responsible for Monitoring: Campus administration, SRO Funding Sources: - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: SROs will be visible on campus throughout the day. Strategy's Expected Result/Impact: Reduction in Level III and Level IV incidents, Staff Responsible for Monitoring: SROs Funding Sources: Funding for officers - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that

promotes trust through effective communication.

Performance Objective 1: Provide opportunities for parent and community involvement which promote academic achievement and school spirit.

Evaluation Data Sources: Increased community involvement in all operations of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers will retain a Parent Contact Log and document any time they contact or conference with a parent.</p> <p>Strategy's Expected Result/Impact: Partnership with home and school</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Funding Sources: None - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to provide numerous opportunities for students to participate in a wide range of co curricular and extracurricular activities.</p> <p>Strategy's Expected Result/Impact: Increase in student participation in school activities.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Funding Sources: None - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 2: Provide a variety of communication methods to share information with parents, student and community stakeholders.

Evaluation Data Sources: Completed list of communications shared with all stakeholders.

Strategy 1 Details	Reviews			
<p>Strategy 1: The school will increase opportunities to communicate with parents with the informational parent nights, use of Thrill Share by Principal, Parents also have Skyward Parent/Student Access, school website and teacher website, and Communities in Schools.</p> <p>Strategy's Expected Result/Impact: Better informed parent on their child's progress or school events.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Funding Sources: None - LOCAL, PFE supplies and snacks - 211 - Title I, Part A - \$2,400</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the districts mission and core belief statements.

Evaluation Data Sources: Completed reviews of studies related to effectiveness completed and findings implemented.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Instructional Leadership Team(ILT) will be used to make recommendations to the campus principal on the budgeting and expenditures of campus funds from local, state, federal and grant monies.</p> <p>Strategy's Expected Result/Impact: Goals and expenditures will be in aligned.</p> <p>Staff Responsible for Monitoring: ILT, Principal</p> <p>Funding Sources: None - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement, add, and replace technological devices to enhance the engagement of student learners.</p> <p>Strategy's Expected Result/Impact: Continue to strive to keep up with district technology short-term & long-range plans</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Classroom Equipment - 211 - Title I, Part A - \$78,513</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 1: Develop a plan to support and retain qualified personnel.

Evaluation Data Sources: Data charts reflect a decline in teacher turnover rate.

Strategy 1 Details	Reviews			
<p>Strategy 1: New Teacher Training Prior to start of school and New Employee Orientation(NEO) Strategy's Expected Result/Impact: Retention of new staff members, Staff Responsible for Monitoring: Assistant Principals, Teacher Mentors, HISD HR Department Funding Sources: New Tchr Academy ESC6 & Pre-Contract Pay - 255 - Title II, Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bi-weekly Instructional Leadership meetings will be held with department chairs to discuss curricular issues and planning The department chairs will disseminate all planned activities and strategies discussed and planned to the campus faculty and staff. Strategy's Expected Result/Impact: All staff members having a clear understanding of the vision of the school. Staff Responsible for Monitoring: Principal, Associate Principal, and Department Chairs Funding Sources: None - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 2: Increase recruiting of qualified teachers for all positions with an emphasis on critical need areas such as, math, science, ESL and special education

Evaluation Data Sources: All positions filled with highly qualified, competent educators prepared to meet the needs of student learners.

Strategy 1 Details	Reviews			
<p>Strategy 1: The high school administration will work with HISD Human Resource department in the recruiting and hiring of highly qualified teachers.</p> <p>Strategy's Expected Result/Impact: Increase in EOC test scores.</p> <p>Staff Responsible for Monitoring: Campus Administration and HISD HR department</p> <p>Funding Sources: None - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Huntsville High School

Total SCE Funds: \$1,547,776.00

Total FTEs Funded by SCE: 18.78

Brief Description of SCE Services and/or Programs

--

Personnel for Huntsville High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Langley	Dyslexia Teacher	0.52
Andrew Ginsel	Interventionist-SS	0.13
Ashley Murray	Instructional Coach - ELA	1
Cassandra Taylor	Interventionist	0.13
Cindy Raney	IA - Credit Recovery	1
Cody Warren	HSA Teacher - ELA	1
Coleman Bohannon	Teacher - Classroom Support	0.52
David Yeager	HSA - Teacher - Math	1
Donna Jenkins	DAEP Admin Asst	1
Donovan Williams	Interventionist	0.13
Hayes, Lauren	Interventionist - Reading	0.78
Jake Fuqua	DAEP Teacher	1
John Trotter	DAEP Teacher	1
Justin Jennings	Teacher - Credit Recovery	0.39
Kaitlen Johnson	Interventionist-ELA	0.26
Katherine Selensky-Lehman	Interventionist - Math	0.26
Kristin Hill	Intervention - SC	0.13
Lauren Hayes	Intervention	0.58

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Luis Lugo	DAEP IA	1
Martha Small	Credit Recovery	0.13
Melanie Peiskee	Intervention - ELA	0.13
Nathan Bruner	DAEP Director	1
Roshunda Spivey	IA Classroom Support	1
Sharonda Johnson	HSA Director	1
Sheila Elliott	DAEP Counselor	0.5
Sheila Elliott	HSA Counselor	0.5
Susan Cason	Interventionist-Math	0.13
Tangela Ash	DAEP - Teacher	1
Terrence Johnson	DAEP IA	1
Thomas Presswood	Interventionist-Science	0.13
Trevor Brazil	DAEP Teacher	0.43

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Mitchell	Instructional Coach - Math		1
Erin McCarley	Instructional Coach - Science		1

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	PD		\$1,000.00
1	1	10	Region 6 PD		\$1,000.00
1	1	13	2.5 Instructional Coaches		\$182,067.00
1	1	15	IA - General		\$24,095.00
1	3	4	Supplies		\$15,417.00
1	3	5			\$10,000.00
2	1	4	Whatley-Torres, Damon West		\$20,000.00
3	2	1	PFE supplies and snacks		\$2,400.00
4	1	2	Classroom Equipment		\$78,513.00
Sub-Total					\$334,492.00
Budgeted Fund Source Amount					\$334,492.00
+/- Difference					\$0.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Mentor Stipends		\$0.00
5	1	1	New Tchr Academy ESC6 & Pre-Contract Pay		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Bilingual IA & Rosetta Stone access for EB students		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$20,460.00
+/- Difference					\$20,460.00

IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STAAR / EOC data		\$0.00
1	1	2	STAAR / EOC data		\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
1	1	9	TEKS Resources/district curriculum		\$0.00
1	1	10	Current data from CFAs, STAAR Testing and Benchmarks		\$0.00
1	1	11			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	2			\$0.00
1	3	3	None		\$0.00
2	1	1	Time		\$0.00
2	1	2	Video system--in place		\$0.00
2	1	3			\$0.00
2	1	5	None		\$0.00
2	1	6			\$0.00
2	2	1	Time		\$0.00
2	2	2			\$0.00
2	2	3	None		\$20.00
2	2	4	Professional Development		\$0.00

LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3	Funding for officers		\$0.00
3	1	1	None		\$0.00
3	1	2	None		\$0.00
3	2	1	None		\$0.00
4	1	1	None		\$0.00
5	1	2	None		\$0.00
5	2	1	None		\$0.00
Sub-Total					\$20.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$20.00
289 - Title IV, Part A, Sub 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Snap & Read		\$0.00
1	1	7	Eduthings		\$0.00
1	3	1	Transition U Materials		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Classroom Support Teachers (2) and IA (1)		\$0.00
1	1	7	Credit Recovery Teacher and IA		\$0.00
1	1	13	1 Instructional Coach		\$0.00
1	1	14	Math and Rdg Interventionist & Dyslexia Teacher		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$354,952.00
Grand Total Spent					\$334,512.00
+/- Difference					\$20,440.00

Huntsville Independent School District

Mance Park Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: C

Distinction Designation

Top 25 Percent: Comparative Academic Growth

Mission Statement

To cultivate a safe, nurturing, and effective learning environment where all students are encouraged and challenged through rigor to reach their maximum potential both academically and socially.

Value Statement

As a group of professional educators and inspirers of hope, we believe...

WE BELIEVE ALL STUDENTS CAN LEARN AT HIGH LEVELS!

- student growth is achieved through the determination, hard work, dedication, mentorship, and motivation of both the student, their peers and those who teach and guide them.
- education is the shared responsibility of the student, the staff, parents and the community.
- it is our shared responsibility to believe in, encourage, and guide our students to recognize their own potential.
- that building a responsible, positive, and engaging learning environment for students will help prepare them for their future. Therefore, we will maintain high academic expectations while meeting the individual needs of our students through differentiated instruction and forming relationships where students feel safe to learn.
- that it is our responsibility to promote and model positive, respectful relationships among students, staff, families, and the greater community.
- we should model and teach students respect, accountability and responsibility for academic success and application in school, home and community settings.
- we can build champions through rigorous academics, a positive culture, and real world applications.
- each student is entitled to and has the potential to benefit from a well-rounded educational program stressing fundamental academic skills as well as skills and knowledge in reasoning, citizenship, personal responsibility, interpersonal relations, and the use of technology.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mance Park Middle School has the following population represented:

Campus : Mance Park Middle

Year

2022

441 Fm 2821 E
Huntsville, TX
77320-9298
(936) 435-6400 Phone
(936) 435-6617 Fax

Administrati on

Administrator
names are based
on role ID
reporting on the
Fall 30090 staff
records

Principal	Jamie Lorenz
Principal	Joshua Campbell
Principal	William Woods

School Population (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	F
Student Total	882	
7th Grade	429	4
8th Grade	453	5

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	Percent
Gender		
Female	422	47.85%
Male	460	52.15%
Ethnicity		
Hispanic-Latino	326	36.96%
Race		
American Indian - Alaskan Native	4	0.45%
Asian	4	0.45%
Black - African American	227	25.74%
Native Hawaiian - Pacific Islander	0	0.00%
White	301	34.13%
Two-or-More	20	2.27%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	Percent
Dyslexia	106	12.02%
Gifted and Talented	42	4.76%
Regional Day School Program for the Deaf	1	0.11%
Section 504	95	10.77%
Special Education (SPED)	170	19.27%
Bilingual/ESL		
Emergent Bilingual (EB)	167	18.93%
Bilingual	0	0.00%
English as a Second Language (ESL)	114	12.93%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	33	3.74%
Title I Part A		
Schoolwide Program	429	48.64%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	Percent
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	Percent
At-Risk	570	64.63%
Foster Care	1	0.11%
IEP Continuer	0	0.00%
Immigrant	12	1.36%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	7	0.79%
Transfer In Students	11	1.2472%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	639	72.45%
Free Meals	593	67.23%
Reduced-Price Meals	46	5.22%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	52	5.90%
Shelter	2	0.23%
Doubled Up	49	5.56%
Unsheltered	0	0.00%
Hotel/Motel	1	0.11%
Not Unaccompanied Youth	35	3.97%
Is Unaccompanied Youth	17	1.93%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	2	1.18%
Other health impairment	19	11.18%
Auditory impairment	0	0.00%
Visual impairment	1	0.59%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	Percent
Deaf-Blind	0	0.00%
Intellectual disability	41	24.12%
Emotional disturbance	21	12.35%
Learning disability	64	37.65%
Speech impairment	3	1.76%
Autism	18	10.59%
Developmental delay	0	0.00%
Traumatic brain injury	1	0.59%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	3	1.76%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	77	45.29%
Resource Room	62	36.47%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	28	16.47%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

College and Career Readiness School Models (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	Percent
Associate Degree <i>Does not include leavers</i>	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

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Demographics Strengths

MPMS has a diverse population. Each population brings a variety of culture enrichment to the campus community.

The diversity of the campus enables students from a variety of experiences to come together to learn and grow together.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The staff, students and community need a deeper understanding of our growing diverse population and how best to acknowledge and appreciate similarities and differences. This is evident in our two lowest performing R/E groups for 2025 accountability ratings in African American and Hispanic as well as our highest discipline numbers coming from the the same two subpops.

Root Cause: Lack of consistent implementation of culturally responsive training and restorative practices.

Student Learning

Student Learning Summary

2023-2024 Student STAAR/EOC Data revealed:

- MPMS dropped in performance in Domain I resulting in an overall D for domain I.
- MPMS dropped in performance in Domain 2 resulting in an overall C for domain 2.
- Data is still being analyzed to determine performance in Domain 3.
- In a total of 30 indicators (performance levels, A, M and M) MPMS decreased in 18, increased in 10 and remained the same in 2 categories of Domain I.
- In a total of 24 indicators (performance levels, A, M and M) MPMS decreased in 8, increased in 14 and remained the same in 2 categories of Domain 2.

The expected overall grade in the state accountability system is expected to drop from a "B" in 2022-2023 to a "C" in 2023-2024.

TEA Summary Grades 3-8 STAAR:

https://drive.google.com/file/d/10WtEJLgMrWstOg_-y10O_CE1wEEjVoZr/view?usp=sharing

Algebra I Data:

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
2019 SPRING Benchmark	157	97%	62%	17%				
2019 STAAR	158	99%	84%	55%				
19-20 Fall Benchmark	147	90%	56%	34%				
20-21 Fall Benchmark (Total)	100	92%	61%	20%				

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
20-21 SPRING Benchmark	107	94%	55%	21%				
2021 Spring STAAR	107	98%	76%	44%				
21 Fall Benchmark	103	91%	53%	38%				
21-22 SPRING Benchmark	99	99%	69%	42%				
21-22 Spring EOC STAAR	99	100%	88%	66%	39	63	76	
22 FALL Benchmark	107	94%	73%	59%	39	63	76	
<i>22 Fall Benchmark (MC Only)</i>	<i>107</i>	<i>95%</i>	<i>70%</i>	<i>59%</i>				
<i>22 Fall Benchmark (New Item Types)</i>	<i>107</i>	<i>93%</i>	<i>79%</i>	<i>64%</i>				
22-23 SPRING Benchmark (ALL)	109	97%	72%	46%	39	63	76	
<i>23 Spring Benchmark (MC Only)</i>	<i>109</i>	<i>98%</i>	<i>81%</i>	<i>53%</i>				

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
<i>23 Spring Benchmark (New Item Types)</i>	109	92%	53%	39%				
22-23 STAAR	109	100%	89%	54%	34	54	69	
23-24 STAAR	118	98%	81%	50%	34	54	69	
Same group as 7th graders:		96%	77%	40%				
23 Fall Benchmark	115	91%	83%	65%	44	54	69	
23 Fall Benchmark (4 zero weighted)	113	95%	88%	71%	44	54	69	
<i>23-24 Spring Benchmark</i>	115	99%	62%	32%	34	54	69	
<i>P.Nash 2023 STAAR (8th Test)</i>	118	96%	77%	40%				

8th Grade Math Data:

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters
2019 SPRING Benchmark	259	37%	7%	1%			
2019 STAAR	278	55%	26%	2%			
19-20 Fall Benchmark	290	37%	20%	0.02%			
20-21 Fall Benchmark (Total)	310	33%	10%	1%			
20-21 SPRING Benchmark	320	27%	8%	0%			
2021 Spring STAAR	323	46%	16%	0%			
21-22 Fall Benchmark	325	46%	25%	3%			
21-22 SPRING Benchmark (ALL)	315	44%	13%	2%	***ALL WEIGHTED		
21-22 SPRING Benchmark (ZW)	336	48%	19%	3%	** Questions 3, 14, 15		
21-22 Spring STAAR	334	58%	25%	5%	45	67	86

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters
22 FALL Benchmark (ZW)	345	73%	42%	7%		(7, 9, 13)	
22 FALL Benchmark (ALL)	345	73%	34%	6%	45	67	86
22 Fall Benchmark (MC Only)	345	73%	42%	12%			
22 Fall Benchmark (New Item Types)	345	69%	49%	12%			
22-23 SPRING Benchmark (ALL)	342	54%	13%	1.2%	45	67	86
22-23 SPRING Benchmark (ZW)	342	51%	17%	1.4%			
23 Spring Benchmark (MC Only)	342	63%	20%	3%			
23 Spring Benchmark (New Item Types)	342	38%	13%	0.8%			
22-23 STAAR		74%	41%	11%	35	54	77

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters
23-24 STAAR	318	69%	34%	7%	38	54	77
Same group as 7th Graders:		45%	18%	1%			
23 Fall Benchmark	282	61%	46%	13%	44	54	77
23-24 Spring Benchmark	303	58%	22%	2%	35	54	77

7th Grade PAP Math Data:

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters
2019 SPRING Benchmark	122	79%	42%	5%			
2019 STAAR	121	90%	64%	11%			
19-20 Fall Benchmark	141	83%	57%	13%			
20-21 Fall Benchmark (Total)	89	73%	37%	3%			
20-21 SPRING Benchmark	96	92%	50%	10%			

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
2021 Spring STAAR	121	88%	64%	15%				
21 Fall Benchmark	123	87%	60%	19%				
21-22 SPRING Benchmark	122	87%	57%	16%				
21-22 Spring STAAR	124	91%	61%	25%	45	67	86	
22 FALL Benchmark	130	85%	71%	21%	45	67	86	
<i>22 Fall Benchmark (MC Only)</i>	130	92%	60%	16%				
<i>22 Fall Benchmark (New Item Types)</i>	130	85%	65%	43%				
22-23 SPRING Benchmark (ALL)	130	87%	58%	18%	45	67	86	
<i>23 Spring Benchmark (MC Only)</i>	130	90%	64%	24%				

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
<i>23 Spring Benchmark (New Item Types)</i>	130	68%	47%	20%				
22-23 STAAR		94%	73%	37%	35	54	77	
23-24 STAAR	101	97%	80%	37%	38	54	77	
Same Students as 6th Graders:		96%	59%	24%				
23 Fall Benchmark	100	94%	84%	38%	44	54	77	
23-24 Spring Benchmark	101	95%	72%	27%	35	54	77	
<i>J.Nash 2022 STAAR (6th)</i>	98	96%	59%	24%				
<i>Fall Benchmark (6th)</i>	93	94%	53%	27%				

7th Grade Math Data:

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
2019 SPRING Benchmark	295	40%	13%	3%				
Spring 2019 STAAR	296	55%	21%	2%				
19-20 Fall Benchmark	318	30%	4%	0.90%				
20-21 Fall Benchmark (Total)	297	25%	5%	0.01%				
20-21 SPRING Benchmark	301	29%	3%	0.06%				
2021 Spring STAAR	332	33%	9%	2%				
21 Fall Benchmark	318	37%	6%	2%				
21-22 SPRING Benchmark (ALL)	317	39%	11%	2.2%	ALL WEIGHTED			
21-22 SPRING Benchmark (ZW)	313	36%	13%	2.6%	**With Zero Weight			

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
21-22 Spring STAAR	321	49%	15%	4%	40	63	80	
22 FALL Benchmark (ZW)	295	35%	8%	1.40%				
22 FALL Benchmark (ALL)	295	34%	8%	1%	40	63	80	
<i>22 Fall Benchmark (MC Only)</i>	295	32%	9%	1%				
<i>22 Fall Benchmark (New Item Types)</i>	295	46%	14%	4%				
22-23 SPRING Benchmark (ALL)	296	37%	7%	1%	40	63	80	
22-23 SPRING Benchmark (ZW)	287	34%	7%	1%				
<i>23 Spring Benchmark (MC Only)</i>	296	36%	7%	2%				

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
<i>23 Spring Benchmark (New Item Types)</i>	296	31%	6%	2%				
22-23 STAAR	303	45%	18%	1%	41	57	80	
23-24 STAAR	318	36%	16%	2%	43	59	83	
Same Group as 6th Graders:		56%	14%	2%				
23 Fall Benchmark	289	19%	12%	1%	48	57	80	
23-24 Spring Benchmark	307	34%	10%	1%	41	57	80	

8th Grade SS Data:

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters
2019 SPRING Benchmark	427	46%	15%	5%			
Spring 2019 STAAR	364	59%	24%	10%			

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters
19-20 Fall Benchmark	427	58%	33%	16%			
20-21 Fall Benchmark (Total)	441	50%	21%	14%			
20-21 SPRING Benchmark	396	38%	15%	7%			
2021 Spring STAAR	414	39%	15%	7%			
21 Fall Benchmark	421	42%	16%	8%			
21-22 SPRING Benchmark (ALL)	428	39%	14%	6%			
21-22 SPRING Benchmark (ZW)	428	45%	17%	8%			
21-22 Spring STAAR	432	39.3%	16.7%	8.5%	48	76	90
22 FALL Benchmark (ALL)	448	39.29%	13.2%	5.6%	50	70	80
22 Fall Benchmark (MC Only)	448	55%	16%	11%			

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters
<i>22 Fall Benchmark (New Item Types)</i>	448	34%	12%	6%			
22-23 SPRING Benchmark (ALL)	448	41%	12%	4%	50	70	80
22-23 SPRING Benchmark (ZW)	448	48%	17%	8%			
<i>23 Spring Benchmark (MC Only)</i>	448	37%	16%	5%			
<i>23 Spring Benchmark (New Item Types)</i>	448	46%	15%	6%			
22-23 STAAR	454	45%	17%	7%	43	61	73
23-24 STAAR	438	51%	24%	11%			
23 Fall Benchmark (ALL)	409	47%	30%	12.0%	51	61	73
23-24 Spring Benchmark	416	42%	16%	6%	43	61	73

8th Grade Science Data:

	Students Tested	Approaches	Meets	Masters	App	Meets	
2019 SPRING Benchmark	431	52%	26%	10%			
2019 STAAR	430	63%	33%	14%			
19-20 Fall Benchmark	432	52%	28%	13%			
20-21 Fall Benchmark	407	36%	10%	2%			
20-21 SPRING Benchmark	385	41%	17%	6%			
2021 Spring STAAR	441	44%	21%	9%			
21-22 Fall Benchmark	428	48%	18%	9%			
21-22 SPRING Benchmark (ALL)	427	50%	26%	12%			
21-22 Spring STAAR	434	59%	26%	12%	52	71	83
22 FALL Benchmark (ZW)	446	55%	19%	6%			
22 FALL Benchmark (ALL)	446	54%	23%	6%	52	71	83

	Students Tested	Approaches	Meets	Masters	App	Meets	
22 Fall Benchmark (MC Only)	446	51%	14%	7%			
22 Fall Benchmark (New Item Types)	446	61%	32%	14%			
22-23 SPRING Benchmark (ALL)	443	55%	23%	8%	52	71	83
23 Spring Benchmark (MC Only)	443	61%	28%	7%			
23 Spring Benchmark (New Item Types)	443	41%	24%	11%			
22-23 STAAR		69%	37%	9%	37	54	76
23-24 STAAR	442	61%	33%	10%			
23 Fall Benchmark	416	63%	51%	23%	46	54	76
23-24 Spring Benchmark	385	57%	31%	7%	37	54	76

8th Grade RLA Data:

	Students Tested	Approaches 34	Meets 54	Masters 71
2019 SPRING Benchmark	428	56%	26%	9%
Spring 2019 STAAR	356	67%	39%	19%
2021 Spring STAAR	444	52%	24%	7%
19-20 Fall Benchmark	436	65%	32%	22%
20-21 Fall Benchmark	412	39%	18%	8%
21 Fall Benchmark	430	48%	28%	16%
20-21 Spring Benchmark	419	44%	20%	8%
21-22 SPRING Benchmark	433	57%	30%	11%
22 Spring STAAR	433	69%	38%	22%
22 FALL Benchmark	446	67%	25%	13%
22 Fall Benchmark (MC Only)	446	72%	34%	26%
22 Fall Benchmark (New Item Types)	446	50%	25%	7%
22-23 SPRING Benchmark (ALL)	436	68%	31%	11%
23 Spring Benchmark (MC Only)	436	76%	41%	23%
23 Spring Benchmark (w/o ECR)	436	72%	35%	18%
23 Spring Benchmark (New Item Types)	436	50%	19%	7%
22-23 STAAR	454	76%	46%	18%
23-24 STAAR	447	72%	44%	21%

	Students Tested	Approaches 34	Meets 54	Masters 71
Same group as 7th Graders:		71%	43%	19%
23-24 Fall Benchmark	421	81%	53%	23%
23-24 Spring Benchmark	422	65%	35%	14%

7th Grade RLA Data:

	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	419	46%	24%	10%
Spring 2019 STAAR	421	58%	31%	16%
2021 Spring STAAR	427	52%	25%	12%
19-20 Fall Benchmark	456	55%	30%	16%
20-21 Fall Benchmark	386	40%	16%	7%
21 Fall Benchmark	443	45%	21%	6%
20-21 Spring Benchmark	366	41%	19%	10%
21-22 SPRING Benchmark	443	59%	36%	14%
22 STAAR	443	73%	45%	29%
22 FALL Benchmark	418	58%	18%	3%
22 Fall Benchmark (MC Only)	418	65%	32%	10%
22 Fall Benchmark (New Item Types)	418	29%	9%	1%

	Students Tested	Approaches	Meets	Masters
22-23 SPRING Benchmark (ALL)	422	56%	25%	13%
23 Spring Benchmark (MC Only)	422	63%	31%	15%
23 Spring Benchmark (New Item Types)	422	54%	23%	11%
23 Spring Benchmark (w/o ECR)	422	63%	24%	11%
22-23 STAAR	430	71%	43%	19%
23-24 STAAR	419	62%	39%	15%
Same Students as 6th Graders:		64%	41%	12%
23-24 Fall Benchmark	405	58%	42%	22%
23-24 Spring Benchmark	404	55%	29%	13%

Student Learning Strengths

Through the use of research based practices and high yield instructional strategies, MPMS continues to grow students with highest gains in Domain 2. We attribute this growth to our PLC framework and building collective efficacy in our staff.

Domain 2 for Student Growth reveals a growth in instructional practices with the rating of an 88 B for 21-22

Instructional strategies and first time instruction reveal promising work with appropriate Tier II interventions.

Historical Data:

2019 Accountability Ratings Overall Summary - B

STAAR Performance Scaled Score of 71 C

School Progress Scaled Score of 84 B
 Closing the Gaps Scaled Score of 76 C

Implementation and use of teacher and student data trackers to formatively and summatively assess student learning with appropriate intervention and enrichment opportunities.

Preliminary STAAR Data for 21-22 revealed:

7th Grade Reading	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	419	46%	24%	10%
Spring 2019 STAAR	421	58%	31%	16%
2021 Spring STAAR	427	52%	25%	12%
19-20 Fall Benchmark	456	55%	30%	16%
20-21 Fall Benchmark	386	40%	16%	7%
21 Fall Benchmark	443	45%	21%	6%
20-21 Spring Benchmark	366	41%	19%	10%
21-22 SPRING Benchmark	443	59%	36%	14%
21-22 Spring STAAR	443	73%	45%	29%

8th Grade Reading	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	428	56%	26%	9%
Spring 2019 STAAR	356	67%	39%	19%
2021 Spring STAAR	444	52%	24%	7%
19-20 Fall Benchmark	436	65%	32%	22%
20-21 Fall Benchmark	412	39%	18%	8%
21 Fall Benchmark	430	48%	28%	16%
20-21 Spring Benchmark	419	44%	20%	8%
21-22 SPRING Benchmark	433	57%	30%	11%
21-22 Spring STAAR	433	69%	38%	22%

8th Grade Science	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	431	52%	26%	10%
2019 STAAR	430	63%	33%	14%
19-20 Fall Benchmark	432	52%	28%	13%
20-21 Fall Benchmark	407	36%	10%	2%
20-21 SPRING Benchmark	385	41%	17%	6%
2021 Spring STAAR	441	44%	21%	9%
21-22 Fall Benchmark	428	48%	18%	9%
21-22 SPRING Benchmark	427	50%	26%	12%
	x	x	x	x
21-22 Spring STAAR	434	59%	26%	12%

8th Grade SS	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	427	46%	15%	5%
Spring 2019 STAAR	364	59%	24%	10%
19-20 Fall Benchmark	427	58%	33%	16%
20-21 Fall Benchmark (Total)	441	50%	21%	14%
20-21 SPRING Benchmark	396	38%	15%	7%
2021 Spring STAAR	414	39%	15%	7%
21 Fall Benchmark	421	42%	16%	8%
21-22 SPRING Benchmark	428	39%	14%	6%
	428	45%	17%	8%
21-22 Spring STAAR	432	39.3%	16.7%	8.5%

7th Grade Math	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	295	40%	13%	3%
Spring 2019 STAAR	296	55%	21%	2%
19-20 Fall Benchmark	318	30%	4%	0.90%
20-21 Fall Benchmark (Total)	297	25%	5%	0.01%
20-21 SPRING Benchmark	301	29%	3%	0.06%

7th Grade Math	Students Tested	Approaches	Meets	Masters
2021 Spring STAAR	332	33%	9%	2%
21 Fall Benchmark	318	37%	6%	2%
21-22 SPRING Benchmark	317	39%	11%	2.2%
	313	36%	13%	2.6%
21-22 Spring STAAR	321	49%	15%	4%

7th Grade PAP Math	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	122	79%	42%	5%
2019 STAAR	121	90%	64%	11%
19-20 Fall Benchmark	141	83%	57%	13%
20-21 Fall Benchmark (Total)	89	73%	37%	3%
20-21 SPRING Benchmark	96	92%	50%	10%
2021 Spring STAAR	121	88%	64%	15%
21 Fall Benchmark	123	87%	60%	19%
21-22 SPRING Benchmark	122	87%	57%	16%
21-22 Spring STAAR	124	91%	61%	25%

8th Grade Math	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	259	37%	7%	1%
2019 STAAR	278	55%	26%	2%
19-20 Fall Benchmark	290	37%	20%	0.02%
20-21 Fall Benchmark (Total)	310	33%	10%	1%
20-21 SPRING Benchmark	320	27%	8%	0%
2021 Spring STAAR	323	46%	16%	0%
21-22 Fall Benchmark	325	46%	25%	3%
21-22 SPRING Benchmark	315	44%	13%	2%
21-22 SPRING Benchmark	336	48%	19%	3%
21-22 Spring STAAR	334	58%	25%	5%

Algebra I	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	157	97%	62%	17%
2019 STAAR	158	99%	84%	55%
19-20 Fall Benchmark	147	90%	56%	34%
20-21 Fall Benchmark (Total)	100	92%	61%	20%
20-21 SPRING Benchmark	107	94%	55%	21%
2021 Spring STAAR	107	98%	76%	44%
21 Fall Benchmark	103	91%	53%	38%
21-22 SPRING Benchmark	99	99%	69%	42%
21-22 Spring EOC STAAR	99	100%	88%	66%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2025 STAAR All Students, Domain 1 decreased from 39 to 38 scaled score. We also stayed at a 64 from the previous year in Domain II without growing in that domain. Largest decrease occurred in African American and SPED subpopulations.

Root Cause: Lack of high quality first time instruction and appropriate tiering of lessons. Appropriate use of data analysis protocols, Eduphoria Mastery Tracker and implementation of the learning cycle in PLC's and the classroom. Proper use of formative assessment to drive instructional decisions and provide necessary intervention and enrichment opportunities.

Problem Statement 2: Low Student performance for all students on essential standards at high levels of rigor and cognitive demand revealed a decrease from 39 to 38 in domain I.

Root Cause: Lack of intentional focus on critical thinking skills, rigor and levels of cognitive demand and the students ability to understand who they are as a learning in the metacognitive process.

Problem Statement 3 (Prioritized): Need to provide structured and targeted Tier II Intervention and Enrichment to accelerate instruction for all students due to a 2025 Closing the Gaps score of 68 and not increasing from a 64 from 2024 to 2025 in for Domain II.

Root Cause: Inability of teachers to accelerate instruction due to inconsistencies in alignment of instructional concepts and knowledge within the classroom setting.

School Processes & Programs

School Processes & Programs Summary

Pre AP classes are offered in Math, ELA, Social Studies and Science for both grade levels.

On level classes are extended to all other students.

Special education classes are available to the students that are being serviced. Functional classes, Resource Math and ELA, and co-teach in all four contents are all available.

ESL classes and inclusion support are available with the additional use of an ESL IA that follows and supports our EL students and teachers.

Dyslexia classes are offered to students that meet the requirements under the 504 umbrella.

Teacher turnover rate has decreased tremendously (14%). Our first year teachers are provided a mentor. Monthly meetings are held for new teachers.

Students are provided Tier II and Tier III programming based on need and behavioral data.

Implementation of improved UIL academic program.

Hornet Time is our newly implemented Intervention and Enrichment period that is provided every Tuesday and Thursday for 30 minutes. Content teachers alternate weeks with a focus on intervention and enrichment data acquired through formative and summative assessment.

Title I programming and supports are provided to students through the implementation of tutorials, parents involvement opportunities, school supplies, programs, etc.

PLC's at work and consulting with Solution Tree has enabled teachers to better align our instructional practices through collaborative efforts focused on improved instructional planning, focus on essential standards, high quality first time instruction, common formative assessment, intervention and enrichment opportunities, and sustainable practices.

School Processes & Programs Strengths

Teachers will continue to be trained in Capturing Kids Hearts

Improvements made in behavioral management through the use of professional development and implementation of the Power Hour program and Classroom Management Coach

Improved student engagement through purposeful planning and tiered lesson design.

Increased level of rigor and DOK within on-level and Pre-AP classrooms.

Improved student involvement within our academic UIL program.

Improved student accountability measures for student learning.

Improved RTI process for identifying and addressing student needs.

Improved PLC processes and teacher commitment to the process.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Need for alignment of written, taught, and tested curriculum within the PLC framework through the critical thinking process and metacognition as revealed in the decrease from 39 to 38 in our Domain I scaled score.

Root Cause: Lack of appropriate training in curriculum alignment and implementation of high quality first time instruction.

Problem Statement 2 (Prioritized): For all grades and all subjects on STAAR 2025, 54% of the Emergent Bilingual (current & monitored) students were at the approaches standard, 27% at meets and 7% at masters. This is a slight increase from 2024 where 515 were at approaches, 24% at meets and 6% at masters. This is still lower than that state level.

Root Cause: Lack of training and coaching on implementation of high yield sheltered instruction strategies (specific to emergent bilingual learners and newcomers).

Perceptions

Perceptions Summary

At MPMS we believe that ALL kids can learn at high levels.

We strive to collaboratively improve our practice of teaching and learning not only for students but also staff.

MPMS PLC Non-Negotiables

- Our PLC is driven by the 4 Essential Questions of a PLC...
 - What do we want our students to learn?
 - How do we know if they have learned it?
 - How do we respond if they didn't learn it?
 - How do we respond if they already learned it?

- Operating as a Collaborative Team by...
 - Being helpful
 - Being a problem solver
 - Not taking things personal
 - Not multitasking
 - Celebrating each other's successes
 - Being present and focused with student achievement as the main priority
 - Alignment of work with school goals

- Conduct business with Effective Communication that is...
 - Positive
 - Professional

- Open-minded
- Honest
- Patient

- Commit to always being Prepared for PLC time by...
 - Being focused
 - Staying on topic
 - Prioritizing goals
 - Following the agenda
 - Organizing and reviewing ALL materials

- Properly address Content by...
 - Aligning to the standards
 - Establishing and following sequence and pacing guides
 - Creating proficiency models and hold ALL students accountable
 - Making instructional decisions based on data

- Create a climate of Risk Taking by...
 - Buying in to campus initiatives
 - Being willing to try new things
 - Getting out of your comfort zone

Perceptions Strengths

2023 Employee Perception Survey Results:

Prompt:

Quality work is expected of students	83%
Staff Recognition is built into the school culture	84%
Various forms of feedback are provided	87%
Opportunities are available to provide input	87%

2022 Employee Perception Survey:

Prompt:	Strongly Agree/Agree %
...quality work is expected of me	99%
...information is available to help me do my job effectively	87%
...I am clear about my job responsibilities	95%
...procedures have been implemented to keep me safe at work.	90%

...collaboration is encouraged and practiced	91%
...decisions are data driven	84%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): %Strongly Agree/Agree - 81% for Staff recognition is built into the campus culture, 84% ...opportunities for professional growth.

Root Cause: Need for recognition committee and opportunities for professional growth for all staff.

Problem Statement 2: Based on 2023 data, the risk ratio of Out of School Consequences (OSS Removal) for African American in Special Education is has increased from 2.6 to 3.3 from 2020-21 to 2023-24.

Root Cause: Lack of consistent ongoing cultural awareness training for teachers and staff that focuses on working with students of different backgrounds- socio-economic status, race and ethnicity.

Priority Problem Statements

Problem Statement 1: The staff, students and community need a deeper understanding of our growing diverse population and how best to acknowledge and appreciate similarities and differences. This is evident in our two lowest performing R/E groups for 2025 accountability ratings in African American and Hispanic as well as our highest discipline numbers coming from the the same two subpops.

Root Cause 1: Lack of consistent implementation of culturally responsive training and restorative practices.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 2025 STAAR All Students, Domain 1 decreased from 39 to 38 scaled score. We also stayed at a 64 from the previous year in Domain II without growing in that domain. Largest decrease occurred in African American and SPED subpopulations.

Root Cause 2: Lack of high quality first time instruction and appropriate tiering of lessons. Appropriate use of data analysis protocols, Eduphoria Mastery Tracker and implementation of the learning cycle in PLC's and the classroom. Proper use of formative assessment to drive instructional decisions and provide necessary intervention and enrichment opportunities.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Need for alignment of written, taught, and tested curriculum within the PLC framework through the critical thinking process and metacognition as revealed in the decrease from 39 to 38 in our Domain I scaled score.

Root Cause 3: Lack of appropriate training in curriculum alignment and implementation of high quality first time instruction.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Need to provide structured and targeted Tier II Intervention and Enrichment to accelerate instruction for all students due to a 2025 Closing the Gaps score of 68 and not increasing from a 64 from 2024 to 2025 in for Domain II.

Root Cause 4: Inability of teachers to accelerate instruction due to inconsistencies in alignment of instructional concepts and knowledge within the classroom setting.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: For all grades and all subjects on STAAR 2025, 54% of the Emergent Bilingual (current & monitored) students were at the approaches standard, 27% at meets and 7% at masters. This is a slight increase from 2024 where 515 were at approaches, 24% at meets and 6% at masters. This is still lower than that state level.

Root Cause 5: Lack of training and coaching on implementation of high yield sheltered instruction strategies (specific to emergent bilingual learners and newcomers).

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: %Strongly Agree/Agree - 81% for Staff recognition is built into the campus culture, 84% ...opportunities for professional growth.

Root Cause 6: Need for recognition committee and opportunities for professional growth for all staff.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 1: Increase the percent of students at each of the Approaches, Meets, and Masters Level on STAAR by 5% (Domain 1).

High Priority

Evaluation Data Sources: All students will score at the approaches level on mandated assessments.

Achievement gap, between student populations will be eliminated.

The percentage of students from all student groups achieving advanced academic performance will increase from prior year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementation of high yield instructional strategies of PLC's at Work and School Improvement for All initiatives through ongoing coaching and consulting from Solution Tree and using Global PD.</p> <p>Strategy's Expected Result/Impact: Increased capacity of campus administrators in instructional leadership Improved teacher effectiveness Improved student achievement</p> <p>Staff Responsible for Monitoring: Administration, IC's and Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Supplies - 211 - Title I, Part A - \$11,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Leadership Team will analyze district and state level assessments to create a plan of action centered on increasing the percentage of students meeting the state and district standards through viable data analysis protocols</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all core areas.</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Facilitate Quarterly Data Reviews of campus academic and behavioral data where IC's, Dean, AP's, and Counselors present, review, and analyze student achievement and progress in order progress monitor campus goals and create strategic action plans for students and staff.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and progress Capacity building of campus administrators</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Student/Staff Guest Speaker - 211 - Title I, Part A - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will meet daily in Collaborative Team Meetings to develop engaging lessons aligned with state mandated curriculum (TEKS) that is tiered to meet students where they are and is driven by common formative assessment data utilizing teacher and student Mastery Trackers within Eduphoria premium.</p> <p>Strategy's Expected Result/Impact: Increase professional growth and learning for teachers. Increased Student Achievement/Progress</p> <p>Staff Responsible for Monitoring: Principal Dean of Teaching and Learning Assistant Principals Instructional Coaches</p> <p>Funding Sources: Instructional Supplies Data Trackers - 211 - Title I, Part A - \$10,000, Teacher Resources - 211 - Title I, Part A - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement a campus-wide, systemic Response to Intervention (RtI) model for academic and behavioral needs, to include research based interventions and progress monitoring for identified At Risk students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Funding Sources: Instructional Supplies - 211 - Title I, Part A - \$3,506, Interventionist Rdg & Math & Dyslexia Teacher - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Improved implementation of a RTI Interventionist to progress monitor student performance campus wide (with RTI Scheduler), collect relevant data, establish academic and behavioral need, facilitate Tier 2 and Tier 3 program scheduling, as well as facilitate necessary RTI meetings and processes to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Dean of Student Learning Assistant Principals</p> <p>Funding Sources: Materials and Equipment - 211 - Title I, Part A - \$12,543, 3 IA's - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Implementation with fidelity of Hornet Time, our Tier 2 and Tier 3 intervention and enrichment period on Wednesdays driven by targeted instructional and behavioral data analysis utilizing the RTI Scheduler software.</p> <p>Strategy's Expected Result/Impact: Increased student achievement/progress Lower student/teacher ratio</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Dean of Student Learning</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide Administrative Leadership Training and Coaching in the area of instructional leadership for Assistant Principals, Dean of Teaching and Learning, and Instructional Coaches in collaborative weekly meetings and one on one monthly meetings.</p> <p>Strategy's Expected Result/Impact: Increased capacity in instructional leadership for campus Teacher effectiveness Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Provide ongoing instructional coaching and feedback to all staff through Instructional Sweeps - instructional coach visit/modeling, administrative walkthroughs and T-TESS observations. Implementation of walkthrough form focused on campus focus areas of Assessment FOR Learning, Tiered lesson design, Learning Targets, Proficiency Levels, Quality Checks for Understanding, Small Group Instruction, Randomized Questioning Strategies, PBIS, Capturing Kids Hearts, and Classroom Management.</p> <p>Strategy's Expected Result/Impact: Improved Teacher effectiveness Increased student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Teaching and Learning Instructional Coaches</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Monitor student attendance and implement appropriate truancy prevention measures to ensure compliance with compulsory attendance laws and reduced dropout rates.</p> <p>Strategy's Expected Result/Impact: Improve rate of proper attendance tracking measures by staff and students. Increase student attendance and exposure to classroom instruction. Increased student achievement/progress.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PEIMS Clerk</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Train all staff in the social and emotional program of Capturing Kids Hearts and implement with fidelity through progress monitoring using campus walkthroughs and teacher/student feedback.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Improved student behavior and transitions. Improved Staff and Student morale</p> <p>Staff Responsible for Monitoring: Principal Dean Assistant Principals Counselors</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: Provide core academic coaches to provide professional development, mentoring and modeling for all staff. Strategy's Expected Result/Impact: Increase student academic achievement through one-on-one teacher training. Staff Responsible for Monitoring: Principal Dean of Teaching and Learning</p> <p>Funding Sources: 2.5 Instructional Coaches - 211 - Title I, Part A - \$182,561, 1 Instructional Coach - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Proper implementation of the tiered inclusion/co-teach model for SPED students and the ability to build capacity in SPED and general education staff with appropriate implementation of student accommodations. Strategy's Expected Result/Impact: Improved effectiveness of special education staff in the implementation of instructional support and strategies in the classroom. Increased student achievement/progress Staff Responsible for Monitoring: Principal Assistant Principal Dean of Teaching and Learning SPED Instructional Coach SPED Department Instructional Coaches</p> <p>Funding Sources: Snap & Read - 289 - Title IV, Part A, Sub 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Provide additional after school and before school pullouts for Tier II and Tier III students. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Funding Sources: Extra Duty - 211 - Title I, Part A - \$13,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 15 Details	Reviews			
<p>Strategy 15: Improve student achievement through the use and student monitoring of Student Data Folders and Goal Setting Journals within each core content classroom for every student.</p> <p>Strategy's Expected Result/Impact: Improve student achievement and growth in all core content areas by having students set and progress monitor achievement goals for the year through the use of Student Data Folders and Goal Setting Journals.</p> <p>Staff Responsible for Monitoring: Students Teachers Dean of Instruction Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Brad Folders, Notebook Paper, Composition Journals - 211 - Title I, Part A - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 2: Increase the percent of students in all special programs scoring at each of the Approaches, Meets, and Masters level on STAAR by 5%. (Domain III)

High Priority

Evaluation Data Sources: We will use summative and district benchmark data to track processes. We will use STAAR end of year data to evaluate.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student achievement through ongoing, in person and online professional development for teachers and all instructional staff with an emphasis on Instructional Leadership, Tier I instruction, Classroom Management, and Social/Emotional Learning.</p> <p>Strategy's Expected Result/Impact: Increase capacity of all instructional staff Improved student achievement</p> <p>Staff Responsible for Monitoring: Principal Dean of Teaching and Learning Assistant Principals</p> <p>Funding Sources: PD - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing professional development for sped and gen ed staff in regards to accommodations and modifications.</p> <p>Strategy's Expected Result/Impact: Capacity building of teachers in incorporating appropriate accommodations and instructional strategies in daily lessons. Increased student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Teaching and Learning Instructional Coaches SPED Instructional Coach</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Proper implementation of the tiered inclusion/co-teach model for SPED students and the ability to build capacity in SPED and Gen ed staff with appropriate implementation of student accommodations.</p> <p>Strategy's Expected Result/Impact: Improved effectiveness of sped staff in the implementation of instructional support and strategies in the classroom. Increased student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Teaching and Learning SPED Instructional Coach SPED Department Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide increased and improved Emergent Bilingual services for second language learners and classroom teachers through a strategic Professional Development plan encompassing sheltered instruction, ELPS, PLD's and other research based strategies to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Capacity building in teachers in the area of ELPS implementation in the classroom. Increased student achievement/progress. Improved TELPAS achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Teaching and Learning Campus ESL Coordinator Emergent Bilingual Instructional Assistants</p> <p>Funding Sources: Rosetta Stone access for EB students - 263 - Title III, Part A, Bilingual IA - 263 - Title III, Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Ongoing professional development on implementation of Positive Behavior Interventions and Supports (PBIS) and Capturing Kids Hearts through monthly and six week data reviews/updates/trainings.</p> <p>Strategy's Expected Result/Impact: Improved classroom environment for teaching and learning. Acknowledgement of appropriate behaviors on campus. Increased instructional time in the classroom. Increased student achievement/progress.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Teaching and Learning PBIS Leadership Team CKH Process Champions</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Improve student performance on all essential standards in areas of higher cognitive demand and rigor through the use and implementation of metacognitive strategies utilizing the "Learning Pit" graphic organizer as a anchor for the learning process.</p> <p>Strategy's Expected Result/Impact: Improve student achievement on essential standards requiring high cognitive demand.</p> <p>Staff Responsible for Monitoring: Administration Team Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Learning Pit Graphic Organizer - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 3: Increase the percent of students meeting or exceeding growth in mathematics and ELA/Reading by 5%. (Domain II)

Evaluation Data Sources: We will use summative and district benchmark data to track processes. We will use STAAR end of year data to evaluate. We will also use Growth Tables as anchor points.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of foundational reading and writing concepts through small group instruction, writing workshop, ECR and SCR training through ongoing PD and coaching by Consultants for Reading Instructional Coach.</p> <p>Strategy's Expected Result/Impact: Improved student achievement for Reading</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction AP's RLA Instructional Coach</p> <p>Funding Sources: Classroom Books - 211 - Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of Universal Screener in ELAR and Math through iReady with progress monitoring through beginning of the year, middle of the year, and end of the year assessments to drive instruction.</p> <p>Strategy's Expected Result/Impact: Improved Student Achievement</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction AP's RLA and Math Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 4: Increase the percent of students on track for reading (PK-K) or reading on grade level (1-8) by 5%. (HB 3)

Evaluation Data Sources: All students will pass state mandated assessments.

Achievement gap, between student populations will be eliminated.

The percentage of students from all student groups achieving advanced academic performance will increase from prior year.

Strategy 1 Details	Reviews			
Strategy 1: Use of relevant data from iReady Universal Screener and LLI to improve reading levels of struggling students. Strategy's Expected Result/Impact: Increase in students reading on grade level.	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;"> No Progress  Accomplished  Continue/Modify  Discontinue</p>				

Goal 2: SAFE SCHOOLS

MPMS will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1: Implement procedures and systems that promote and support positive behaviors and social and emotional well-being.

Evaluation Data Sources: District Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for campus-wide Positive Behavior Intervention and Supports (PBIS). Strategy's Expected Result/Impact: Increased Student Achievement Decrease ODR Decrease classroom disruptions Increased instructional time Staff Responsible for Monitoring: Principal AP's</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train all staff in Capturing Kids Hearts and implement the process with fidelity through classroom walk throughs, progress monitoring, Process Champions, and ongoing training. Strategy's Expected Result/Impact: Improved Student Engagement Improved Student Achievement Decreased ODR Increased Instructional Time Improved Student Well-Being Improved Staff and Student Morale Staff Responsible for Monitoring: Principal Dean AP's</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implementation of Teen Leadership as an elective course for both 6th, 7th 8th grade students. Strategy's Expected Result/Impact: Improved Social and Emotional Well-Being of Students Staff Responsible for Monitoring: Principal Dean of Instruction AP's Funding Sources: Teen Leadership Teacher - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize the implementation of a campus/district Classroom Management Coach to support all staff in the use and implementation of high quality classroom management strategies and supports.</p> <p>Strategy's Expected Result/Impact: Improve classroom effectiveness and efficiency and build capacity in classroom teachers in the area of classroom management. Decreased referrals and an increase in student learning.</p> <p>Staff Responsible for Monitoring: Classroom Management Coach Campus Administrators Instructional Coaches Classroom Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

MPMS will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 2: Monitor and assess the effectiveness of the district health, safety and emergency plans. Implement with fidelity all required campus safety procedures and drills.

Evaluation Data Sources: Safety drill documentation, incident reflection and evaluation documents, staff surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide high quality ongoing training for all safety drills/concerns on campus for both staff and students using the HISD Standard Response Protocols. Monitor and implement all required fire, weather related, lock down, hazardous materials, and active shooter drills to best prepare students and staff for any event.</p> <p>Strategy's Expected Result/Impact: Improved facilitation of all drills Improved campus safety Improved knowledge of all safety scenarios and protocols</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Resource Officer</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review and update the Campus Emergency Operations Plan to ensure compliance with National Incident Management System (NIMS) Guidelines and provide CRASE training at the beginning of the year as well as ongoing trainings addressing active school shooters or attackers and other threats to staff and student safety.</p> <p>Strategy's Expected Result/Impact: Compliance Prepared Staff for any Emergency</p> <p>Staff Responsible for Monitoring: Principal Dean AP's Campus SRO</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct weekly exterior door checks to ensure all exterior doors are appropriately labeled and in locked and functional while also conducting ongoing interior door assessments to ensure all instructional areas are locked and secured at all times.</p> <p>Strategy's Expected Result/Impact: Improve campus safety</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal School Resource Officer</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: SAFE SCHOOLS

MPMS will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 3: Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Sources: Guidance Lessons and counselor visit data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development and resources through Capturing Kids Hearts, PBIS and other available resources through Leadworthy curriculum and courses to 6th, 7th and 8th grade students.</p> <p>Strategy's Expected Result/Impact: Reduction in bullying incidents Improved Staff and Student morale</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement district policy for defining bullying and the protocol through consistent implementation of this policy including reporting and consequences to address and reduce incident of bullying. Recognize Bullying Prevention Month.</p> <p>Strategy's Expected Result/Impact: Reduction in incidents</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

MPMS will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 4: Lower the number of discipline referrals by 5% each year.

Evaluation Data Sources: Trend data charts will reflect a decline in the number of referrals by all student groups.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement PBIS and Capturing Kids Hearts process campus-wide to instill a focus on appropriate behaviors and equip staff with appropriate proactive and restorative discipline measures.</p> <p>Strategy's Expected Result/Impact: Reduction in referrals Improved classroom and school climate. Increased instructional time due to less behavioral redirections Improved teacher morale Increased student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Dean of Student Learning PBIS Leadership Team</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Build capacity in teachers in research-based classroom management strategies by providing Power Hour training in Harry Wong and Getting Better Faster research as well as through administrative walk-throughs and observations followed with feedback and coaching.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals Improved classroom and school climate. Increased instructional time due to less behavioral re-directions. Improved teacher morale Increased student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Dean of Student Learning</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Create systemic behavioral reporting systems that incorporate parent involvement, re-teaching appropriate behaviors, Tier I behavior logs, behavior support plans, use of behavior coaches, and the RTI process to improve behavior.</p> <p>Strategy's Expected Result/Impact: Decrease classroom removals Increase instructional time for behavior students Improved teacher morale Increased student achievement/progress.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Learning</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct Code of Conduct assemblies with all students. Teach and model for students the behavioral expectations and systems associated with HISD and MPMS.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals Improved classroom and school climate. Increased instructional time due to less behavioral re-directions. Improved teacher morale Increased student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All staff will present, explain and model campus procedures and expectations for all areas of the school for the first three days of school on a rotation basis using a campus wide powerpoint presentation. Students will hear the same information for each designated area three different times from three different staff members.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals Improved classroom and school climate. Increased instructional time due to less behavioral re-directions. Improved teacher morale Increased student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Teaching and Learning</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Implement with fidelity the RTI and MTSS for students struggling behaviorally.</p> <p>Strategy's Expected Result/Impact: To increase student achievement by best supporting students and reteaching replacement behaviors. Supporting struggling teachers. Reducing discipline referrals.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal RTI Interventionist Dean</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

MPMS will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 5: Lower the number repeat assignments regarding dis-respectfulness and fighting that lead to ISS or OSS by 5% each year.

Evaluation Data Sources: Trend data charts of student placement in ISS and OSS indicates a decrease in total repeat placements.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administration will work closely with students struggling behaviorally in and out of the RTI process to establish positive relationships with students. The venue for this strategy will be small groups, restorative circles, one on one sessions, parent involvement, mentors, and behavior support that is offered on a consistent basis. Students will be engaged in behavior support plans used to redirect poor behavior patterns and provide replacement behaviors for each student.</p> <p>Strategy's Expected Result/Impact: Sign In Reduction in the Number of assignment to OSS, ISS, and DAEP Increase in use of replacement behaviors Increased instructional time for teacher and student Improved student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Learning Behavior coaches</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide assistance for at risk students who struggle behaviorally and with various social skills, conflict resolution, problem solving, and other components of social life through the Capturing Kids Hearts and PBIS programs.</p> <p>Strategy's Expected Result/Impact: Sign In Reduction in the Number of assignment to OSS, ISS, and DAEP Increase in use of replacement behaviors Increased instructional time for teacher and student Improved student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Learning Counselors</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Develop and offer counseling for student aggressors and victims. Strategy's Expected Result/Impact: Schedule Sessions Sign In Staff Responsible for Monitoring: Counselors	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Reduce the number of African American and Hispanic students for out of placement discipline assignments by 5% by introducing a restorative practice approach and working closely with parents and community partners. Strategy's Expected Result/Impact: Reduction in out of placement discipline assignments for minority students. Staff Responsible for Monitoring: Principal Assistant Principals Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: COMMUNITY INVOLVEMENT

The school will improve parent and community partnerships in an environment that promotes trust through effective communication and inclusivity.

Performance Objective 1: Provide opportunities for parent and community involvement to promote academic achievement and school spirit.

Evaluation Data Sources: Increased community involvement in all operation of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Celebrate student, staff, and volunteer accomplishments and establish criteria for recognitions in a variety of ways.</p> <p>Strategy's Expected Result/Impact: Increased positive comments and support for school and community Improved teacher and parent morale Increased level of support and volunteers from community Increased student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Teaching and Learning Counselors</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Seek feedback from stakeholders by hosting PTO and Parent Meetings, Meet and Greet, Curriculum Open House, and other parent and community impact sessions throughout the year.</p> <p>Strategy's Expected Result/Impact: Improved parent and community engagement</p> <p>Staff Responsible for Monitoring: Principal Dean</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Engagement - 211 - Title I, Part A - \$2,400</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Building productive partnerships with Faith Based Groups, PTO, SHSU, and other community based groups to further enhance the necessary support for staff and students to be successful.</p> <p>Strategy's Expected Result/Impact: Improved parent and community engagement Improved staff and student morale</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Work closely with our home/school liaison to support families, including those experiencing homelessness, to increase student success and parent involvement.</p> <p>Strategy's Expected Result/Impact: Increased parent and student involvement Increased student welfare Improved student achievement</p> <p>Staff Responsible for Monitoring: Principal AP's Dean</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The school will improve parent and community partnerships in an environment that promotes trust through effective communication and inclusivity.

Performance Objective 2: Provide a variety of communication methods to share information with parents, students, and community stakeholders.

Evaluation Data Sources: Communication Examples
Parent Engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide consistent communication through thrillshare, social media, monthly newsletters and word of mouth from staff and community partners to better inform and engage parents and community members in school functions and activities.</p> <p>Strategy's Expected Result/Impact: Increased positive comments and support for school and community Improved teacher and parent morale Increased level of support and volunteers from community Increased student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Dean AP's</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: RESOURCES The school will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the district and campus mission and belief statements.

Evaluation Data Sources: Completed Data Reviews

Strategy 1 Details	Reviews			
Strategy 1: Train staff on state and federal resource allocations. Strategy's Expected Result/Impact: Improved resource efficiency Staff Responsible for Monitoring: Principal Funding Sources: - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement the use of technology devices, furniture and other resources to enhance student achievement. Strategy's Expected Result/Impact: Improved use of technology effectiveness Staff Responsible for Monitoring: Principal Funding Sources: Furniture & other Misc items - 211 - Title I, Part A - \$13,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize district and state resources (Solution Tree, Region VI, iReady, Seidlitz etc) to provide additional services as needed as a means of maximizing revenues and communicate to all stakeholders their availability. Strategy's Expected Result/Impact: Increase teacher effectiveness. Staff Responsible for Monitoring: Principal Dean AP's	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: RESOURCES The school will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 2: Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

Evaluation Data Sources: All facilities capable of meeting the needs of student learners.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure technology resources, cameras, WAPS, and vape detectors are effectively used and monitored.</p> <p>Strategy's Expected Result/Impact: Improved campus efficiency</p> <p>Staff Responsible for Monitoring: Principal ILS AP's</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Install or update interactive learning boards in all classrooms to improve hands on learning and the implementation of high yield instructional strategies to improve student learning for at-risk students.</p> <p>Strategy's Expected Result/Impact: Improved student engagement, student achievement and implementation of high yield instructional strategies in all classrooms.</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, ILS, and Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Interactive Promethean Boards - 211 - Title I, Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase and implement the use of AC-30 Anywhere Charging Carts for student use chromebooks to ensure availability and access for ALL students on a daily basis.</p> <p>Strategy's Expected Result/Impact: Improve accessibility for all students to online instructional strategies and resources to further improve learning.</p> <p>Staff Responsible for Monitoring: ILS, Admin and classroom teachers.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: AC-30 Chromebook Charging Carts - 211 - Title I, Part A - \$31,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The school will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 1: Hire and retain qualified personnel using district developed processes and procedures.

Evaluation Data Sources: Staff retention rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Refine New Teacher Induction Program to provide new teaches with just in time information and resources.</p> <p>Strategy's Expected Result/Impact: Improved capacity of first year teachers Improved Teacher morale Improved teacher attendance Increase student achievement/progress Improved rate of retention for first year teachers</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Teaching and Learning</p> <p>Funding Sources: - LOCAL, New Tchr Academy ESC6 & Pre-contract pay - 255 - Title II, Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Mentors to first year teachers and equip them with the necessary curriculum and resources to not only grow and support new teachers but increase their leadership capacity as well.</p> <p>Strategy's Expected Result/Impact: Increased collaboration with mentors and mentees Increased leadership capacity in mentors and mentees Improved teacher morale Improved rate of retention for teachers Increase student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Dean of Student Learning</p> <p>Funding Sources: - LOCAL, Mentor Stipends - 255 - Title II, Part A</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Regularly scheduled check-ins with new teachers and their appraiser to review needs/issues.</p> <p>Strategy's Expected Result/Impact: Increased collaboration with mentors and mentees Increased leadership capacity in mentors and mentees Improved teacher morale Improved rate of retention for teachers Increase student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Dean of Student Learning</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Support all Alternative Certification Teachers (DOI) ensuring that each of them are aware of the expectations for TEA Certification and that they are enrolled in a reputable Alternative Certification Program.</p> <p>Strategy's Expected Result/Impact: Improved teacher effectiveness and collective efficacy of their work. Improved number of TEA certified teachers and a decrease in the number of DOI certified teachers.</p> <p>Staff Responsible for Monitoring: Principal DOI Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The school will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 2: Increase recruiting of Highly Qualified Teachers, specifically math, science, bilingual education, foreign languages, ELAR, and special education.

Evaluation Data Sources: All positions filled with highly qualified, competent educators prepared to meet the needs of student learners. Staff surveys, retention rate data charts, T-TESS appraisals, PD agendas/sign-ins

Strategy 1 Details	Reviews			
<p>Strategy 1: Attract and retain HQ teachers by participating in district and university sponsored job fairs. Continue partnership with SHSU teacher intern program, with additional targets in critical high-need areas.</p> <p>Strategy's Expected Result/Impact: Improved teacher quality Improved retention rates Improved school climate Increased student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer high quality professional development for identified areas</p> <p>Strategy's Expected Result/Impact: Improved teacher quality Improved retention rates Improved school climate Increased student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The school will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 3: Increase ESL certification for teachers.

Evaluation Data Sources: Number of certified ESL staff will increase in the system.

Strategy 1 Details	Reviews			
<p>Strategy 1: Attract and retain ESL certified Teachers by participating in district sponsored job fairs./ Promote ESL certification among existing teachers.</p> <p>Strategy's Expected Result/Impact: Increase in ESL certifications Increase in use of ELPS in the classroom Increase student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Teaching and Learning</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer high quality professional development and support for ESL certified teachers</p> <p>Strategy's Expected Result/Impact: Increase in ESL certifications Increase in use of ELPS in the classroom Increase student achievement/progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Teaching and Learning</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Mance Park Middle School

Total SCE Funds: \$508,703.00

Total FTEs Funded by SCE: 8

Brief Description of SCE Services and/or Programs

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Personnel for Mance Park Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carolyn Stivender	RTI Interventionist	1
Kaitlyn Ledezma	Dyslexia Teacher	1
Michelle Black	Dyslexia Teacher	1
Sabrina Washington	IA - General	1
Sharon Wynn	IA - General	1
Virginia Colley	Instructional Coach - RLA	1
Wendy Wenskunas	Teen Leadership	1
Yasmin Perez	IA - General	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Casey Schindler	Instructional Coach - SS		.5
Charly Baker	Instructional Coach - Math		1
Kristen Green	Instructional Coach - Science		1
Michelle Burleson	Reading Interventionist	Funded from ESSER III until 2024	1

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies		\$11,000.00
1	1	3	Student/Staff Guest Speaker		\$8,000.00
1	1	4	Instructional Supplies Data Trackers		\$10,000.00
1	1	4	Teacher Resources		\$2,500.00
1	1	5	Instructional Supplies		\$3,506.00
1	1	6	Materials and Equipment		\$12,543.00
1	1	12	2.5 Instructional Coaches		\$182,561.00
1	1	14	Extra Duty		\$13,000.00
1	1	15	Brad Folders, Notebook Paper, Composition Journals		\$6,000.00
1	2	1	PD		\$5,000.00
1	2	6	Learning Pit Graphic Organizer		\$5,000.00
1	3	1	Classroom Books		\$2,000.00
3	1	2	Parent Engagement		\$2,400.00
4	1	2	Furniture & other Misc items		\$13,000.00
4	2	2	Interactive Promethean Boards		\$10,000.00
4	2	3	AC-30 Chromebook Charging Carts		\$31,000.00
Sub-Total					\$317,510.00
Budgeted Fund Source Amount					\$265,510.00
+/- Difference					-\$52,000.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	New Tchr Academy ESC6 & Pre-contract pay		\$0.00
5	1	2	Mentor Stipends		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Bilingual IA		\$0.00
1	2	4	Rosetta Stone access for EB students		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$20,745.00
+/- Difference					\$20,745.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	3	1			\$0.00
5	3	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
289 - Title IV, Part A, Sub 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Snap & Read		\$0.00

289 - Title IV, Part A, Sub 1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Interventionist Rdg & Math & Dyslexia Teacher		\$0.00
1	1	6	3 IA's		\$0.00
1	1	12	1 Instructional Coach		\$0.00
2	1	3	Teen Leadership Teacher		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$286,255.00
Grand Total Spent					\$317,510.00
+/- Difference					-\$31,255.00

Huntsville Independent School District

Samuel W Houston Elementary

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Samuel Walker Houston Elementary School student groups are mostly composed of three races. African Americans represent 39.5 % of the population with Hispanic and White representing 18.7% and 36.3% respectively. Of the student groups, 72% are economically disadvantaged. 19% of students are classified as migrant. There is 5% of English Learners, yet there are eleven languages represented on the campus.

The largest staff group is White teachers representing 87.7% of staff. 7% are African American and 7% are Hispanic staff members. 57% of teachers for the 22-23 school year were either new to the profession or new to the campus. Of the new teachers, only 1 was certified.

Parents are involved with the children but not with the school. The same set of 5 parents, usually in the younger grades, get involved with the campus. A possible reason is the high eco dis status and parents having a difficult time securing child care or getting off work.

Demographics Strengths

Even though only 7.1% of staff are African American, the 39.5% African American student population is consistently the highest achieving students based on unit assessments and previous STAAR data.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Staff demographics percentages do not match the student demographics (Students/staff AA 39.5/7.1%, White 36.3/ 87.7 Hispanic 18.7/ 3.6%

Root Cause: Lack of qualified applicants that match the student body. There is a weak relationship between the school and the community.

Problem Statement 2 (Prioritized): 12 out of 21 classroom teachers have between 0-5 years of experience.

Root Cause: Lack of qualified applicants that match the student body. There is a weak relationship between the school and the community.

Student Learning

Student Learning Summary

Based on the spring 2023 benchmark in reading Hispanic students had a growth score of 66.66% and the EL students had the same growths score surpassing the targets of 65% and 64% respectively.

Based on the spring 2023 benchmark in math Hispanic students had a growth score of 80% with a target of 69% and students in special education had a growth score of 68.75% with a target of 61%

MOY TXkEA Data showed 60 kindergartners on track, 3 needing monitoring and 12 students who need additional support..

1st Grade MOY data showed 38 students in 1st grade are on track, 16 need monitoring, and 34 students needing support.

2nd grade MOY Reading levels indicated 44 students in 2nd grade are on track, 11, need monitoring, and 29 need support.

	May 2023 STAAR Reading, Grade 3	
	Total Students	
Samuel Houston		74
Economic Disadvantage		58
Black/African American		33
Hispanic		16
Two or More Races		2
White		23
Currently Emergent Bilingual		3
Special Ed Indicator		15

	Total Students	Approache	Meets	Masters	May 2023 STAAR Mathematics, Grade 3	
					Did Not Meet Low	
Samuel Houston	73	54.79%	23.29%	4.11%		17.81%
Economic Disadvantage	57	50.88%	19.30%	3.51%		17.54%
Black/African American	33	48.48%	24.24%	3.03%		27.27%
Hispanic	16	56.25%	12.50%	0%		12.50%
Two or More Races	2	0%	0%	0%		0%
White	22	68.18%	31.82%	9.09%		9.09%
Currently Emergent Bilingual	3	66.67%	66.67%	0%		33.33%
Special Ed Indicator	15	33.33%	0%	0%		40%

	May 2023 STAAR Reading, Grade 4	
	Total Students	
Samuel Houston		87
Economic Disadvantage		72
Asian		4
Black/African American		36
Hispanic		17
Two or More Races		3
White		27
Currently Emergent Bilingual		4
Special Ed Indicator		19

May 2023 STAAR Mathematics, Grade 4	
	Total Students
Samuel Houston	86
Economic Disadvantage	71
Asian	4
Black/African American	36
Hispanic	16
Two or More Races	3
White	27
Currently Emergent Bilingual	4
Special Ed Indicator	19

Student Learning Strengths

Campus Assessments show growth consistently throughout the year. Benchmark scores grew from fall to spring. Reading levels have increased from BOY to MOY in kindergarten in the area of decoding and blending. TPRI scores have shown growth. All teachers are using data protocols for tracking data and driving lessons.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 1 3rd grade student labeled EB scored masters on the 2023 math benchmarks.

Root Cause: Lack of clearly defined systems in place to analyze lesson plan differentiation for EB students.

Problem Statement 2: On the math spring 2023 3rd grade benchmark, 13% of students were at the meets level.

Root Cause: Lack of clearly defined learning systems for consistent interventions and extensions.

Problem Statement 3: Only 9% of students were at the meets level on the 3rd grade benchmark Reading spring .

Root Cause: Lack of clearly defined learning systems for consistent interventions and extensions.

Problem Statement 4: 7% of student in SPED were at the meets level for Reading and Math benchmarks.

Root Cause: Lack of clearly defined systems in place to analyze lesson plan differentiation for SPED students.

School Processes & Programs

School Processes & Programs Summary

Samuel Walker Houston Elementary teachers are supported with Instructional Aides. 21.6% of the staff is an IA. Other areas of instructional support include two instructional coaches, a dyslexia specialist, reading specialist, and math specialist. The campus also has an innovative learning specialists to support technical needs, online learning, as well as the media center. Our campus provides gifted and talented enrichment. There is also daily intervention time built into the master schedule as well as time for teachers to participate in professional learning communities. Teachers use data protocols to review data and determine intervention groups for lessons. New teachers are paired with an experienced mentor for professional support. Teachers need additional planning time outside of their conference to plan for quarterly units. The staff is using the Solution Tree, School Improvement for All, process in order to identify and unpack essential standards to plan lessons, analyze data, plan for interventions and extensions, and create common formative assessments.

School Processes & Programs Strengths

The campus is supported with instructional aides, Interventionists, tutors, and ILS, as well as instructional coaches. There is GT enrichment. Time for professional learning communities (PLC) and student intervention that is built into the master schedule.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In 2022-2023 27% of teachers had 1-5 years experience.

Root Cause: Lack of professional development time dedicated to systematically build the capacity of teachers in content knowledge and effective instructional systems and practices.

Problem Statement 2: There were 577 discipline referrals in 2022-2023.

Root Cause: Teacher lack training to gain more classroom management strategies that stem from trauma and mental issues.

Perceptions

Perceptions Summary

The attendance rate does not show much difference across all demographics of students. The attendance rate among instructional assistants show a high absentee rate. Staff members feel safe at work. There is teacher input in the campus decision making process as part of school improvement. According to a teacher survey, teachers are feeling more appreciated leading to higher morale and teacher attendance. Parent involvement is low, but due to COVID restrictions, it is difficult to provide activities for parents. The parent/school connection is detached at this time.

Perceptions Strengths

There is an attendance committee that focus on student attendance. We have a Guiding Coalition made up of teacher leaders from each grade level, specials, and SPED, admin, the ILS, and instructional coaches. The Booster Club has more participation for the 2022-2023 school year compared to the past and according to the EOY parent survey, more parents would like to be involved in Booster Club. First Baptist Church of Huntsville has been very active in supporting this campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Limited parent involvement/volunteers with campus.

Root Cause: There is a weak relationship between campus and community.

Problem Statement 2: There is a lack of opportunities for students to get involved with non-academic programs on campus.

Root Cause: There is a weak relationship between the school and the community.

Priority Problem Statements

Problem Statement 1: Staff demographics percentages do not match the student demographics (Students/staff AA 39.5/7.1%, White 36.3/ 87.7 Hispanic 18.7/ 3.6%

Root Cause 1: Lack of qualified applicants that match the student body. There is a weak relationship between the school and the community.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 12 out of 21 classroom teachers have between 0-5 years of experience.

Root Cause 2: Lack of qualified applicants that match the student body. There is a weak relationship between the school and the community.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 1: On the 2025-2026 STAAR assessment, 70% of all fourth- and fifth-grade students will demonstrate growth in Reading and Math by advancing to the next performance category or maintaining their 2024-2025 STAAR performance category.

High Priority

Evaluation Data Sources: BM1
BM2
STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: On September 9, Ms. Hooks from the Region 6 Service Center will work with leadership to identify and establish student monitor groups for SWHE to monitor their academic progress.</p> <p>Strategy's Expected Result/Impact: Improve student performance Create a targeted group of students to improve accountability letter grades.</p> <p>Staff Responsible for Monitoring: Principal-Burns 3-5 Academic Coaches (Tijerina and Siros) 3-5 Accountability Teachers 504/RTI Coordinator-Sanders</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By October 1, campus administrators and teachers will collaborate with all fourth- and fifth-grade students to set academic growth goals based on each student's prior year performance.</p> <p>Strategy's Expected Result/Impact: Students take ownership of their academic progress Improvement in Domain 2 on state assessment.</p> <p>Staff Responsible for Monitoring: SHWE 4/5 grade teachers and students Instructional leadership team-Siros, Burns, Tijerina, Pannkuk, Williams</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional coaches will train, model, and facilitate effective and efficient collaborative team meetings using the learning cycle as a guide.</p> <p>Strategy's Expected Result/Impact: All grade-level teams will demonstrate proficiency or achieve gold-standard status in conducting their collaborative team meetings.</p> <p>Staff Responsible for Monitoring: Instructional coaches-Siros, Tijerina, and Hollis Administrators-Burns, Pannkuk, and Williams</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 2: 35 % 3rd - 5th-grade students will meet grade-level standards on the RLA and Math STAAR assessment.

Evaluation Data Sources: CSA's

BM2 scores

RLA/MATH STAAR Assessment

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 3: 18% of 3rd - to 5th-grade students will master grade-level skills in RLA, Math, and Science.

Evaluation Data Sources: CSA

BM1 and BM2

STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: 3 - 5 Students who do not fall into the 25% masters category will participate in targeted intervention and STAAR Boot Camp.</p> <p>Strategy's Expected Result/Impact: Increase in student performance</p> <p>Staff Responsible for Monitoring: 3 - 5 Teachers 3 - 5 Team Leads Sanders H. Bell H. Smith Pannkuk</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 4: All K - 2nd grade students will perform at 65% approaches, 50% meets and 25 % masters on all common summative assessments.

Evaluation Data Sources: Common Summative Assessments

Student Data Trackers

Leadership Workbook

Strategy 1 Details	Reviews			
<p>Strategy 1: Students who do not meet performance expectations will receive targeted intervention during small-group instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student performance</p> <p>Staff Responsible for Monitoring: K-2 Teachers Instructional Coach-Hollis Admin-Burns, Pannkuk, and Williams</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 5: 60% of all Pre-K students will be ON TRACK by MOY.

Evaluation Data Sources: MOY Diagnostic
Student Data Binders

Strategy 1 Details	Reviews			
<p>Strategy 1: After the beginning-of-year diagnostic assessment, Pre-K teachers will meet weekly to monitor students' progress on fundamental skills expected to be mastered by the end of the year. Teachers will use their CT meetings to develop and review action plans focused on the four critical questions of a PLC.</p> <p>Strategy's Expected Result/Impact: A minimum of 60% of students will leave pre-K on level. Quality instruction and targeted intervention for Pre K students</p> <p>Staff Responsible for Monitoring: Pre K Teachers Pre K-2 Instructional Coach-Hollis Principal-Burns, Williams, and Pannkuk</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The RTI/504 Coordinator will conduct monthly meetings to review student progress and provide prescriptive instructional strategies for teachers.</p> <p>Strategy's Expected Result/Impact: Intentional planning for small group and intervention of students.</p> <p>A minimum of 60% of students will leave pre-K on level.</p> <p>Staff Responsible for Monitoring: Pre-K teachers Interventionist-Heinemier 504/RTI Coordinator-Sanders Instructional Coach-Hollis</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 6: 75% of all Pre-K students will be ON TRACK by EOY.

Evaluation Data Sources: EOY DATA

Student data binders

Strategy 1 Details	Reviews			
<p>Strategy 1: After the MOY assessment, students who are not "on track" will receive targeted intervention on the skill they should have mastered in the first semester of school.</p> <p>Strategy's Expected Result/Impact: At least 75% of Pre-K students leave the grade level prepared for Kindergarten.</p> <p>Staff Responsible for Monitoring: Pre-K teachers Interventionist-Heinemier 504/RTI Coordinator-Sanders Instructional Coach-Hollis</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 7: 60% of all K - 5th grade math students will meet half of their typical growth goal on MOY iReady.

Evaluation Data Sources: iReady Data
Student Data Trackers

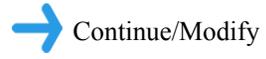
Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted intervention during small group and intervention time to students who are not on grade level based on the BOY IReady diagnostic screener.</p> <p>Strategy's Expected Result/Impact: Increase in student performance</p> <p>Staff Responsible for Monitoring: K-5 math teachers K-5 Team Leads Sanders Heinemeier Pannkuk A. Williams Burns</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: RTI/504 Coordinator will run a monthly report to show that students are on track to meet their MOY goal. This report will be shared at the first leadership meeting and at the monthly team leaders meeting.</p> <p>Strategy's Expected Result/Impact: Ongoing monitoring of students' progress</p> <p>Staff Responsible for Monitoring: Coordinator-Sanders Principal-Burns Instructional Coaches-Siros, Hollis, and Tijerina</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will engage in their I-Ready learning pathway for the required number of minutes each week.</p> <p>Strategy's Expected Result/Impact: Close student learning gaps Increase in student progress toward achieving grade-level performance in both math and reading.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers CTM Coverage Team</p>	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 8: 50 % of all K- 5th grade RLA students will meet half of their typical growth goal on MOY iReady assessment.

Evaluation Data Sources: iReady Data
Student Data Trackers

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted intervention during small group and intervention time to students who are not on grade level based on the BOY IReady diagnostic screener.</p> <p>Strategy's Expected Result/Impact: Increase in student performance</p> <p>Staff Responsible for Monitoring: K-5 math teachers K-5 Team Leads Sanders Heinemeier Pannkuk A. Williams Burns</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: RTI/504 Coordinator will run a monthly report to show that students are on track to meet their EOY goal. This report will be shared at the first leadership meeting and at the monthly team leaders meeting.</p> <p>Strategy's Expected Result/Impact: Ongoing monitoring of students' progress</p> <p>Staff Responsible for Monitoring: Coordinator-Sanders Principal-Burns Instructional Coaches-Siros, Hollis, and Tijerina</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will engage in their I-Ready learning pathway for the required number of minutes each week.</p> <p>Strategy's Expected Result/Impact: Close student learning gaps Increase in student progress toward achieving grade-level performance in both math and reading.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers CTM Coverage Team</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 9: 70% of all K-5th-grade students will meet their typical growth goal on the math and reading EOY iReady assessment.

Evaluation Data Sources: iReady Data
Student Data Trackers

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted intervention during small group and intervention time to students who are not on grade level based on the MOY IReady diagnostic screener.</p> <p>Strategy's Expected Result/Impact: Increase in student performance</p> <p>Staff Responsible for Monitoring: K-5 math teachers K-5 Team Leads Sanders Heinemeier Pannkuk A. Williams Burns</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: RTI/504 Coordinator will run a monthly report to show that students are on track to meet their EOY goal. This report will be shared at the first leadership meeting and at the monthly team leaders meeting.</p> <p>Strategy's Expected Result/Impact: Ongoing monitoring of students' progress</p> <p>Staff Responsible for Monitoring: Coordinator-Sanders Principal-Burns Instructional Coaches-Siros, Hollis, and Tijerina</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will engage in their I-Ready learning pathway for the required number of minutes each week.</p> <p>Strategy's Expected Result/Impact: Close student learning gaps Increase in student progress toward achieving grade-level performance in both math and reading.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers CTM Coverage Team</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 10: 35% of all K-5th-grade students will meet their stretch goal on the EOY math and reading Ready assessments.

Evaluation Data Sources: iReady data
Student Data Trackers

Strategy 1 Details	Reviews			
<p>Strategy 1: Students who do not meet half of their stretch goals on iReady MOY will receive targeted intervention.</p> <p>Strategy's Expected Result/Impact: Increase in student performance</p> <p>Staff Responsible for Monitoring: 2-5 Teachers 2-5 Team Leads Sanders H. Smith Pannkuk A. Williams</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 11: Foundational, by the end of the 25-26 school year, 75% of all K-2 students will read on grade level.

Evaluation Data Sources: End of Year I-Ready Reading Report and TPRI

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will develop a plan of action for all students identified as T2 and T3. Collaborative teams will meet once a month to discuss students progress.</p> <p>Strategy's Expected Result/Impact: Increase the number of students reading on level by the end of year.</p> <p>Staff Responsible for Monitoring: Grade level teams Campus Interventionist RTI Coordinator Math and RLA Coaches Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 12: Foundational, by the end of the 25-26 school year, 80% of all K-2 students will be on grade level in mathematics

Evaluation Data Sources: IReady Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will develop a plan of action for all students identified as T2 and T3. Collaborative teams will meet once a month to discuss students' progress.</p> <p>Strategy's Expected Result/Impact: Increase the number of students number sense in K-2</p> <p>Staff Responsible for Monitoring: Team Leaders Grade Level Teachers RTI IC's Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1: By August 29, 2025, all students will know, understand, and demonstrate cafeteria behavior expectations.

High Priority

Evaluation Data Sources: Number of badges awarded specifically for cafeteria behavior and posted in the cafeteria.

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 2: By September 10, 2025, all students will be taught all classroom and common area expectations.

High Priority

Evaluation Data Sources: Number of badges earned and posted by grade level in the cafeteria.

Strategy 1 Details	Reviews			
<p>Strategy 1: Before August 19th, all staff will be trained on common area expectations and classroom management for the first 20 days of school.</p> <p>Strategy's Expected Result/Impact: Decrease the number of ODR's that come from common areas.</p> <p>Staff Responsible for Monitoring: Teachers Team Leads Pannkuk A. Williams</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be able to identify the different behaviors that require office management versus those that require teacher management. Teachers will be trained on "Who Ya Gonna Call" sheet and behavior management breakdown (teacher managed vs. office managed).</p> <p>Strategy's Expected Result/Impact: Increase in effective classroom management Increase in teacher understanding of Teacher managed vs Office managed behaviors</p> <p>Staff Responsible for Monitoring: Teachers Team Leads Pannkuk A. Williams</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: By September 16, all teachers will receive at least 2-3 walkthroughs that are focused on the classroom environment, routines, and procedures, managing student behavior, and creating the right classroom culture for student learning to take place (Domain 3, all dimensions).</p> <p>Strategy's Expected Result/Impact: Increase in instructional time, decrease in off-task and disruptive behaviors</p> <p>Staff Responsible for Monitoring: Burns Pannkuk A. Williams Bell H. Smith Tijerina</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Staff will be strategically placed throughout the cafeteria and teachers will be expected to enforce the lunchroom expectations: 15 minutes - eat 10 - social talk time 5 - clean up, line up, voice level 0 for transition</p> <p>Strategy's Expected Result/Impact: Decrease in ODR's from cafeteria</p> <p>Staff Responsible for Monitoring: Team Leads Teachers Burns Pannkuk A. Williams</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The first two weeks of school, all teachers will teach, model and practice common area expectations and the campus call out(Hornet Set- you bet!, for voice level 0).</p> <p>Strategy's Expected Result/Impact: Decrease in student ODR's occurring in common areas</p> <p>Staff Responsible for Monitoring: Teachers Team Leads Paraprofessionals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: After September 16, struggling teachers, based on walk-through data will receive a classroom management coaching cycle.</p> <p>Strategy's Expected Result/Impact: Teacher growth Decrease in ODR's Increase in student achievement</p> <p>Staff Responsible for Monitoring: ICs Leadership Team District Behavior Support</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Before August 19th, all teachers will be trained on how to implement Quaver lessons to support SEL across the campus.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement Safe learning environment for all students</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 3: During the 25-26 school year all students will exhibit appropriate behaviors in all settings across the campus, through teacher use of CKH and PBIS strategies.

High Priority

Evaluation Data Sources: CKH Classroom Implementation Walkthrough Form
Skyward Canned Discipline Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Before August 19th, 100% of instructional staff will be trained in creation and implementation of the Social Contract including rewards and consequences, based on CKH.</p> <p>Strategy's Expected Result/Impact: Decrease in ODR's Increase in student SEL Increase in student achievement</p> <p>Staff Responsible for Monitoring: Counselor CKH Process Champions Teachers Pannkuk A. Williams</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will lead daily Morning Meetings utilizing District approved resources - Quaver to teach, model, and implement proper social skills.</p> <p>Teachers will teach lessons, Counselor will monitor implementation, and Administration will support as necessary.</p> <p>Strategy's Expected Result/Impact: Increase in student SEL Decrease in ODR's Increase in student achievement</p> <p>Staff Responsible for Monitoring: Teachers Counselor Admin</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselor will be responsible for teaching guidance lessons to all grade level classes once each month.</p> <p>Strategy's Expected Result/Impact: Decrease in ODR's Increase in student achievement</p> <p>Staff Responsible for Monitoring: Teachers Counselor Admin</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: By October 1st, Tier 2 behavior students will be identified and a Tier 2 plan will be developed, implemented and monitored. Adjustments will be made as needed to plans.</p> <p>Strategy's Expected Result/Impact: Decrease in ODR's Increase in student achievement</p> <p>Staff Responsible for Monitoring: Teachers Admin District Behavior Support personnel</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The PBIS committee will monthly recognize and celebrate students who successfully meet campus behavior standards.</p> <p>Strategy's Expected Result/Impact: Improve student behavior</p> <p>Staff Responsible for Monitoring: A. Williams PBIS Committee Process Champions</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 4: During the 25-26 school year, there will be a 10% decrease in student referrals.

High Priority

Evaluation Data Sources: Skyward discipline data (Canned Skyward Discipline Report) reviewed by CBC and campus administration monthly on Monday during Leadership meeting.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Quaver, a character education program with a social skills component, that will be taught daily during grade level morning meetings.</p> <p>Strategy's Expected Result/Impact: Decrease the number of ODRs.</p> <p>Staff Responsible for Monitoring: Counselor Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The PBIS committee will monthly recognize and celebrate students who successfully meet campus behavior standards.</p> <p>Strategy's Expected Result/Impact: Improve student behavior</p> <p>Staff Responsible for Monitoring: A. Williams PBIS Committee Process Champions</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 1: 85% of all parent responses to the 9-weeks survey will rate SWHE proficient or higher in the area of communication.

Evaluation Data Sources: 9-Weeks Parent Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and send Monthly campus newsletters to all stakeholders. Strategy's Expected Result/Impact: Increase communication from campus to parents/stakeholders. Staff Responsible for Monitoring: Receptionist Registrar Parent Engagement committee Burns Pannkuk A. Williams</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Grade Level Newsletters to include learning targets, weekly events, and parent friendly intervention techniques to work with students on at home. Strategy's Expected Result/Impact: Increase school to home communication. Staff Responsible for Monitoring: Teachers Team Leads</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Starting October 1, the yearbook committee will be responsible for submitting positive photos of student learning to the campus Facebook page manager.</p> <p>Strategy's Expected Result/Impact: Positive School Perception Positive communication to the community</p> <p>Staff Responsible for Monitoring: Teachers Team Leads Yearbook Coordinator Odom-ILS</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Throughout the year, teachers will make positive phone calls to parents to share good things that their student is doing. Teachers will also communicate student academic progress.</p> <p>Strategy's Expected Result/Impact: Increase in positive school perception Increase in teacher/parent communication Increase in student achievement with parental involvement</p> <p>Staff Responsible for Monitoring: Teachers Team Leads Burns Pannkuk A. Williams</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 2: 65% of families who complete the parent engagement survey will rate Samuel W. Houston as proficient in communication, involving parents in students' academics, and hosting engaging events.

Evaluation Data Sources: MOY and EOY Family communication, involvement, and engagement survey

Strategy 1 Details	Reviews			
<p>Strategy 1: We will communicate to parents through grade level teams and through campus communication of the events scheduled for each month.</p> <p>Strategy's Expected Result/Impact: SWHE looks to increase parent engagement and involvement in attending scheduled campus events.</p> <p>Staff Responsible for Monitoring: Teachers Burns Pannkuk A. Williams Parent Engagement committee Receptionist Odom - Social Media posts</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: SWHE will host a family engagement luncheon and a family night event to train parents on how to read and understand Beginning-of-Year (BOY) student diagnostic reports.</p> <p>Strategy's Expected Result/Impact: Increase family involvement in student academics</p> <p>Staff Responsible for Monitoring: District coordinator-Sara Williams Leadership Team-Burns Team Leaders</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the districts mission and core belief statements.

Evaluation Data Sources: Completed reviews of studies related to effectiveness completed and findings implemented.

Strategy 1 Details	Reviews			
<p>Strategy 1: Maximize the use of local, state and federal funds to increase student achievement and the instructional capacity of the staff.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and staff capacity</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Campus Speaker/Presentation - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 2: Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

Evaluation Data Sources: All facilities capable of meeting the needs of student learners.

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with the Maintenance and Operations department to improve the aesthetics and create an environment that is conducive to learning.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, improved learning environment</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide interactive tools for the library to promote digital literacy and enrichment for all students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and digital integrity.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 1: Based on the 9 week staff survey, 90% of all instructional staff will feel supported in carrying out their instructional duties and responsibilities.

Evaluation Data Sources: 9-weeks staff survey

Strategy 1 Details	Reviews			
<p>Strategy 1: 0 years experienced teachers will be partnered with a veteran teacher as their mentor for the school year.</p> <p>Strategy's Expected Result/Impact: Mentorship and staff retention</p> <p>Staff Responsible for Monitoring: Burns Pannkuk A. Williams H. Bell H. Smith Tijerina Behavior Coalition Design Team Team Leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Bi monthly, on the third Wednesday, all teachers will be invited, but 0 year teachers will be expected to meet with instructional coaches once per month after school for new teacher professional development.</p> <p>Strategy's Expected Result/Impact: Improve self-efficacy Improve student performance</p> <p>Staff Responsible for Monitoring: Teachers Team Leads Pannkuk A. Williams H. Bell H. Smith Tijerina</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Solution Tree content coaches will provide feedback and guidance to both math and reading content areas. Each area will receive 4 days of coaching throughout the year.</p> <p>Strategy's Expected Result/Impact: Improve teacher pedagogy Improve student performance</p> <p>Staff Responsible for Monitoring: Burns Pannkuk A. Williams H. Bell H. Smith Tijerina Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: By September 1, SWHE will conduct vertical team planning on all campus professional learning days.</p> <p>Strategy's Expected Result/Impact: Improve vertical alignment Improve student performance Enhance teacher content knowledge</p> <p>Staff Responsible for Monitoring: Teachers Team Leads Burns Pannkuk A. Williams H. Bell H. Smith Tijerina</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement learning walks and provide immediate feedback to teachers in the areas of instruction and classroom management.</p> <p>Strategy's Expected Result/Impact: Increase teacher pedagogy Improve classroom management</p> <p>Staff Responsible for Monitoring: Burns Pannkuk A. Williams H. Bell H. Smith Tijerina</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Book study using the book "Building Blocks for Social -Emotional Learning" during collaborative team meetings.</p> <p>Strategy's Expected Result/Impact: Incorporate researched-based practices in T1 Instruction Improve student behavior</p> <p>Staff Responsible for Monitoring: Burns Pannkuk A. Williams H. Bell H. Smith Tijerina Solution Tree Content coach</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 2: 75% of all instructional staff will return to SWHE for the 26-27 school year

Evaluation Data Sources: EOY Staffing Survey

State Compensatory

Budget for Samuel W Houston Elementary

Total SCE Funds: \$414,273.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

--

Personnel for Samuel W Houston Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christine Hill	IA - General	1
Danielle Sandmann	Instructional Coach - ELA	1
Mertha McHenry	Dyslexia Teacher	1
Rosalin Jackson	IA - General	1
Tammy Sanders	Interventionist - Math	1
Terry Fields	Interventionist - Rdg	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Catherine Hanson	IA - ESL/Bilingual		1
Stacie Castleberry	Instructional Coach - Math		1

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Campus Speaker/Presentation		\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$139,270.00
+/- Difference					\$134,270.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
289 - Title IV, Part A, Sub 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
212 - Title I, Part A, School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$139,270.00
Grand Total Spent					\$5,000.00
+/- Difference					\$134,270.00

Huntsville Independent School District
Scott Johnson Elementary
2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Scott Johnson Elementary has the following population represented: Based on most current 22-23 TAPR:

Overall Demographics & Special Programs

Total Number of Students	591
Economically Disadvantaged	79.7%
Hispanic	39.8%
African American	20.5%
White	35%
Pacific Islander	0%
American Indian	.7%
LEP	20.1%
Special Education	16.1%
Gifted & Talented	5.1%
Dyslexic	5.8%
At Risk	51.1%

In 2024-2025, the Scott Johnson Elementary campus moved to a new location. We also added two additional grade levels, Pre K and 5th grade. Our student population grew 42 %. Enrollment ended at 904 students.

Enrollment: 904

Top 3 Ethnicity:

- Hispanic: 394, 40.3%
- White: 309, 31.6%
- African American: 215, 22%

Economically Dis: 81%

504: 38

GT: 45
SPED: 203
EB: 178
Staff: 73

Demographics Strengths

SJE has a diverse student population. Each population brings a variety of culture and enrichment to the campus makeup.

The diversity of the campus enables students from a variety of experiences and backgrounds to come together to learn and grow together.

Student to teacher ratio in Bilingual classes is on average 22:1.

SJE has a variety of systems in place to support all students in achieving their success to align with the district and campus visions (Rtl, SEL, Interventionists, CKH, PLC's, and tutors).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Parent engagement and support is lacking for students especially in the Economically Disadvantaged/At Risk population.

Root Cause: Campus needs to provide more opportunities to foster relationships with our parent and community to increase involvement.

Student Learning

Student Learning Summary

Reading & Math Progress:

Tier 2 & Tier 3 interventions will continue for the 2025-2026 school year using researched based interventions and resources. Tier 2 interventions will occur during Huddle Time, which is a designated intervention/enrichment time during the school day. A staggered schedule will help to provide additional campus supports to the various grade levels as needed.

Gains were made in reading levels the last few years due to an intentional focus on reading. The progress to annual typical growth for 2nd grade Reading was 77% and 97% for 4th grade based on i-Ready EOY data. The median growth for the campus was 77%. The progress to annual typical growth for 3rd grade Math was 74%, and 4th grade Math was at 67%, but 1st grade grew 97%, 2nd grade grew to 77%. We still have growth opportunities to meet annual typical growth measures and meet campus mission and vision statements.

There is a continued need for targeted interventions in small groups for students who have learning gaps and are not reading on grade level.

Technology Integration:

Students and staff have access to a variety of technology tools. We will continue to update devices this school year, and will have to be phased in as new tools are purchased. There continues to be a need for replacement devices due to increased usage this school year with online testing platforms and gains in population with adding Pre K and 5th grade to our campus.

Student Progress:

Student Progress Data is collected from Common Formative Assessments and progress is discussed and monitored. Students in need of Tier 2 & 3 Intervention are discussed at the weekly RtI meetings that include the Reading and Math Specialists, Classroom Teachers, Counselors, and an Administrator. Additional training on the district and campus RtI process will be provided for staff during the 2025-2026 school year along with researched based instructional strategies that promote engagement (Action Based Learning) and build capacity within RtI team. We will also use CTM (Collaborative Team Meetings) weekly PLC's to improve teacher capacity in understanding of TEKS and instructional best practices.

STAAR Data: (2025 Data):

SJE	Met	Tested	App.	Met	Tested	Meets	Met	Tested	Masters
3rd Math	74	142	52%	38	142	27%	10	142	7%
3rd Reading	79	144	55%	42	144	29%	9	144	6%
4th Math	71	142	50%	35	142	25%	20	142	14%
4th Reading	106	143	74%	61	143	43%	18	143	13%
5th Math	66	139	47%	33	139	24%	12	139	9%
5th Reading	74	139	53%	50	139	36%	19	139	14%

SJE	Met	Tested	App.	Met	Tested	Meets	Met	Tested	Masters
5th Science	33	140	24%	9	140	6%	3	140	2%

Our overall rating fell from a (70)C in 2024 to an (59) F in 2025. School Progress went from a (74) C to a (57)F, but our closing the gaps did increase+ to a 65 (2025) from a 61 (2024).

Student Learning Strengths

STAAR Results Showed Progress in the following areas:

4th Grade RLA Meets grew 5%. 4th Grade Math Masters grew %1. All other areas did not show growth.

Campus Strengths:

Collaborative Teams work together to Plan Forward units utilizing the Planning Forward Protocol established by the Instructional Leadership Team (ILT). Teams analyze student data to make instructional changes to their practice and also to provide intervention and enrichment for students. Scott Johnson Elementary is a Nationally Recognized Model PLC campus, and a Nationally Recognized Showcase Campus for Capturing Kids Hearts.

RtI team meets weekly which includes the classroom teacher, counselor, math & reading specialists, and an administrator. More training is needed for staff to fully understand the function of all 3 tiers for Behavior and Academic RtI. Our district is streamlining and improving the RtI process with a new district handbooks, programs, and guidelines for the process.

Progress Checks are conducted monthly to monitor student progress. Students have worked closely with teachers to create student goal setting tracking sheets and making SMART goals to track their individual growth.

Huddle Time is our campus wide intervention time, where students get targeted intervention/enrichment support to target growth and strength areas. This year the master schedule was adjusted to stagger intervention times in order to support more students with tutors and interventionists.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 49% of SJE 3rd and 4th grade students did not meet passing standards for STAAR Math.

Root Cause: Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.

Problem Statement 2 (Prioritized): Emergent Bilingual progress on TELPAS decreased from 2023 (68%) to 2024 (53%), and did not meet the long term target.

Root Cause: Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.

Problem Statement 3 (Prioritized): 76% of SJE 5th grade students did not meet passing standards for STAAR Science.

Root Cause: New content area and grade level to SJE, with the addition of new staff and new state Science standards.

School Processes & Programs

School Processes & Programs Summary

Staff at SJE are highly qualified. The number of teachers that have received Gifted and Talented and English as a Second Language certification has increased. SJE provides a variety of programs for students which include: Reading and Math intervention, Dyslexia Services, Gifted & Talented, ESL, Bilingual, Special Education, Art, Music, Media/Library, Physical Education, Technology Integration, Parent Outreach, and Community Involvement.

Teacher teams work collaboratively to develop high quality lessons through the Planning Forward Protocol which identifies high impact/Essential TEKS for focused learning outcomes. Learning Targets are assessed and students are provided intervention and enrichment when necessary. Scott Johnson is a nationally recognized Solution Tree PLC campus.

Staff are involved in student centered committees that promote the positive school climate and culture that exists at SJE. There has been a concern expressed that more student organizations/after school activities are needed.

SJE has a growing need for assistance and intervention with Spanish Speaking students especially at a Tier 2 and Tier 3 level.

There is also a need for student support in K-5 at the Tier 2 & 3 level for behavior and academics. A leveled behavior system has been implemented. Additional campus training will be conducted to provide clear communication regarding student discipline and positive behavior supports (PBIS).

A system for monitoring attendance of students will be refined this school year yielding a higher impact on student achievement. Attendance incentives for students, classes, grade levels, and staff will be implemented.

A Time2Read is a sustained volunteer program that will continue for the 9th year at SJE. This volunteer program focuses on reading support for students in 2nd grade through a systematic weekly review, practice of sight words, and mentorship.

The Positive Behavior Interventions and Supports (PBIS) Committee and CKH is an active part of the overall school system that meets regularly to improve student performance through promoting academics, excellence in character, behavior, and over all social well being of students and staff.

School Processes & Programs Strengths

All students have the opportunity to be involved in a variety of programs: Music (Choirs- both SJE and the Huntsville ISD District Choir), Art, Technology, Wonder Workshop, Enrichment, etc.

Positive Behavior Support is an integral part of our campus wide system for student success both academically and behaviorally. Incentives for students and staff are in place to promote a positive and supportive learning environment. Campus scheduling is student centered for all academic and extracurricular endeavors.

The Capturing Kids Hearts program was implemented and widely accepted by students, staff, and parents this year. After visits and stakeholder input, SJE was selected as a Nationally Recognized Showcase Campus Award winner for strong implementation and success rate.

Wonder Workshop is provided for Gifted and Talented students monthly.

Campus Committees and the Guiding Coalition team add value to the campus through the organization of events, systems, student incentive, staff incentives/activities, and other areas of need on the campus that improve the overall climate and culture of the campus. Student Math and Reading Learning Nights are well attended by the community and offer resources

for extending learning at home.

Bedtime in a Box was implemented this year with the addition of Pre K, and was designed to increase literacy and support learning at home with parent involvement.

A New Teacher Committee was formed to assist those new to teaching and the campus, to provide additional supports along with mentor teachers to build teacher capacity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): On the 2025 STAAR RLA, 61% were Approaches and 36% were Meets, which decreased from the prior year.

Root Cause: Lack of consistent implementation of the PLC framework primarily.

Perceptions

Perceptions Summary

Scott Johnson Elementary embraces the understanding that ALL students matter. We have a shared vision that ALL students can learn, and deserve a positive learning climate where they are challenged to succeed each and every day. The staff created the vision together throughout this school year, and are committed to help students learn and grow as they continue set goals and own their learning. Students are taught schoolwide expectations throughout the school year in systematic year way involving all stakeholders.

Kelso's Choice Conflict Resolution was implemented during the 2018-2019 school year, and continues this school year. The Kelso program is the basis of our social emotional learning for the campus. The character education portion of Kelso's Choice and Quaver were purchased this past school year, and will continue to be used during the 2025-2026 school year. The Character Education/Social Skills instruction for students occurs during Morning Meeting time. SJE currently has a Morning Meeting time built into the master schedule. This is a 15 minute time set aside for teachers to teach lessons, celebrate success, and brainstorm solutions to social problems within the classroom. This past school year, restorative circles were added to the Morning Meeting time, and we will continue to implement throughout the 2025-2026 school year in addition to Capturing Kid's Hearts training with district support.

Teacher Teams work together daily to create high quality lessons during collaborative planning times (PLC).

A multi-system of support that provides intervention/enrichment has been put into place for a common time throughout the school for 20/30 minutes daily. Ongoing training will be provided for staff to ensure clarity of the process and ensure high quality learning is taking place during Huddle Time. Staff will share Huddle Plans and results of student learning in monthly progress checks. The Guiding Coalition will provide feedback and support to teachers.

There is a need for more parent involvement especially in academics and student success. Our events at the end of the year (SJE Learning Extravaganza Night and SJE Field Day) were highly attended by our parents. We currently have an active PTO.

Perceptions Strengths

Positive Behavior Interventions and Support (PBIS Committee) functions to improve the overall climate for the students and staff.

Cohesive Staff--all staff are a part of a variety of committees that function to improve the climate and culture of the campus focusing on student support, staff encouragement, and parent/community involvement. Staff recognition is built into the school culture.

A variety of positive parent communications occur weekly/monthly--newsletters, call system, Remind, websites, SJE Facebook page, Friday Folders, Class Dojo, emails, etc.

The Master Schedule is designed to protect learning time and include morning meetings for daily Character Education/Social Skills instruction. Huddle Time is built into the Master Schedule. All students attend enrichment or intervention during this designated time daily.

Mentor teachers, New Teacher Committee Support, and District Professional Learning are provided for new staff.

SJE has a growing partnership with SHSU with student method teachers, yearlong residents, and SHSU Parent Academies to support learning needs for staff and students.

Based on CKH Surveys, areas of strength include greeting, engaging, and empowering our students with connections and building relational capacity. Student leaders are implemented, social contracts are created together and encouraged to give affirmations to other students and staff members in the classroom and on campus. The CKH Discipline Model and Social contracts address behavioral issues.

Based on EOY Staff Surveys, areas of strength are staff members who are interested in leadership opportunities at 51%, building bonds with students, growing in their confidence and student growth in academics and social emotional learning.

Based on EOY Parent Surveys, 88.6% of our parents felt that SJE has done a good job keeping them informed about scheduled school events and activities. 91.4% feel our staff members are friendly and welcoming regardless of the reason that they come to the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement in sub groups is lower; especially Hispanic parents.

Root Cause: Communication barrier exists and campus outreach needs improvement.

Problem Statement 2: 50% of our Teachers indicated on the SJE Staff End of Year Survey, that they would like more professional development on ways to engage students and classroom management.

Root Cause: Lack of targeted and consistent of best instructional strategies focused on during Professional Development by Administrators and Instructional coaches.

Priority Problem Statements

Problem Statement 1: 49% of SJE 3rd and 4th grade students did not meet passing standards for STAAR Math.

Root Cause 1: Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: On the 2025 STAAR RLA, 61% were Approaches and 36% were Meets, which decreased from the prior year.

Root Cause 2: Lack of consistent implementation of the PLC framework primarily.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Emergent Bilingual progress on TELPAS decreased from 2023 (68%) to 2024 (53%), and did not meet the long term target.

Root Cause 3: Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 76% of SJE 5th grade students did not meet passing standards for STAAR Science.

Root Cause 4: New content area and grade level to SJE, with the addition of new staff and new state Science standards.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR 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
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation 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.
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

Revised/Approved: June 2, 2025

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 1: Increase the percent of students at each of the Approaches, Meets, and Masters Level on STAAR by 5%.

High Priority

Evaluation Data Sources: The percentage of students from all student groups will increase from prior year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze and unpack reading and math essential standards in K-5th vertical teams.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Review process for unpacking standards. 2. Train new staff on how to unpack standards. 2. 100% of staff will analyze standards in grade level teams. 3. Lesson design will reflect focus on essential standards and will be evaluated through walk throughs. 4. Once a semester provide opportunities for vertical teams to meet. <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Instructional Assistants, teachers, and tutors to provide support for students in need of academic intervention in all academic areas in the classroom and in tutorials.</p> <p>Strategy's Expected Result/Impact: Increase in Reading Levels. Increase in number of students Meeting Standard on formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: IA's - State Comp Ed, Part-Time Tutors - 211 - Title I, Part A - \$18,500, Snap & Read - 289 - Title IV, Part A, Sub 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide ongoing instructional coaching and feedback to all staff through modeling, learning walks, administrative walk throughs, and T-TESS observations. Implementation of walk through forms focused on target areas of Instructional Best Practice, Content & Language Objectives, PBIS Classroom Strategies, and EB Instruction Strategies.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement through 1-1 teacher training/coaching.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coaches Director of C&I</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Collaborative Teams will develop engaging hands-on lessons in ELA, Math, Social Studies, and Science aligned with Essential TEKS utilizing the "I do", "we do", "you do" instructional model.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement/Progress Provide hands-on/engaging learning experiences that connect with the real-world</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools -</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will meet daily in Collaborative Teams to analyze data from summative and formative assessments to further reflect and act upon identified student needs. Data will be collected and monitored within the campus based/developed student achievement tracking binders. Data will be utilized to guide the development of intervention and enrichment groups.</p> <p>Strategy's Expected Result/Impact: Increased professional growth and learning for teachers. Increased student achievement/progress. Appropriate placement of students in remedial instructional courses/interventions</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p> <p>Funding Sources: ESC 6 Consultants - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 49% of SJE 3rd and 4th grade students did not meet passing standards for STAAR Math. **Root Cause:** Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.

Problem Statement 2: Emergent Bilingual progress on TELPAS decreased from 2023 (68%) to 2024 (53%), and did not meet the long term target. **Root Cause:** Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.

Problem Statement 3: 76% of SJE 5th grade students did not meet passing standards for STAAR Science. **Root Cause:** New content area and grade level to SJE, with the addition of new staff and new state Science standards.

School Processes & Programs

Problem Statement 1: On the 2025 STAAR RLA, 61% were Approaches and 36% were Meets, which decreased from the prior year. **Root Cause:** Lack of consistent implementation of the PLC framework primarily.

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 2: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR by 5%.

High Priority

Evaluation Data Sources: Students in all special programs will increase percentages on all state assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide researched based interventions for academic and behavioral support using the RtI model and progress monitoring for identified students.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement/Progress through one-on one personalized student intervention and instruction.</p> <p>Staff Responsible for Monitoring: RtI Team Teachers Principal Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Specialist/Interventionists - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Additional Planning Days for teachers in Grade Level teams and Bilingual Teachers for Planning Forward and Vertical Alignment.</p> <p>Strategy's Expected Result/Impact: 1. Completed Units 2. Standards understood with depth 3. Vertical consistency of essential TEKS 4. Consistent Vocabulary between grade levels.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Substitute Pay for Certified Teachers - 211 - Title I, Part A - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for students to use the ABL (Action Based Learning) brain gym for math and reading lessons.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement and engagement through the use of purposeful movement to support and enhance curriculum objectives.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Materials for Stations - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Emergent Bilingual progress on TELPAS decreased from 2023 (68%) to 2024 (53%), and did not meet the long term target. **Root Cause:** Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 3: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5%.

HB3 Goal

Evaluation Data Sources: All students will demonstrate growth in ELA/Reading and Math as shown on their growth charts and data binders.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize full time Teacher Specialists, teachers, and tutors to provide additional support for students who are in need of Tier 2 & Tier 3 Reading and Math assistance during class time, intervention time, and in tutorials.</p> <p>Strategy's Expected Result/Impact: Students reading on or above grade level in K-4. Student performing at or above grade level in Math.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Dyslexia, Rdg, Math Interventionists - State Comp Ed, Tutorial Compensation - 211 - Title I, Part A - \$41,500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will track their learning through goal setting and reflection.</p> <p>Strategy's Expected Result/Impact: Students engagement in learning will increase due to motivation of tracking their own progress. Increase in students meeting standard in all academic areas.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal Assistant Principal Academic Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Coaches, ESL Specialist, Bilingual Coaches, and ESC 6 Specialists specific to ELA, Math, and Science will support teachers through PLC planning, Planning Forward, Coaching Support, modeling, and providing professional development.</p> <p>Strategy's Expected Result/Impact: Well supported teachers. T-TESS growth Students meeting or exceeding standard on assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: ELA Coach - State Comp Ed, Math Coach - 211 - Title I, Part A - \$81,940</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide researched based materials/manipulatives to increase understanding of essential TEKS in all content areas.</p> <p>Strategy's Expected Result/Impact: Increase in number of students meeting and exceeding standard on assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Principal Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Science Materials - 211 - Title I, Part A - \$5,000, Reading Materials - 211 - Title I, Part A - \$5,731 , Math Manipulatives - 211 - Title I, Part A - \$5,000, Rosetta Stone Access for EB students - 263 - Title III, Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Emergent Bilingual progress on TELPAS decreased from 2023 (68%) to 2024 (53%), and did not meet the long term target. **Root Cause:** Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.

Problem Statement 3: 76% of SJE 5th grade students did not meet passing standards for STAAR Science. **Root Cause:** New content area and grade level to SJE, with the addition of new staff and new state Science standards.

School Processes & Programs

Problem Statement 1: On the 2025 STAAR RLA, 61% were Approaches and 36% were Meets, which decreased from the prior year. **Root Cause:** Lack of consistent implementation of the PLC framework primarily.

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 4: Increase the percent of students on track for reading (PK-K) or reading on grade level (1-8) by 5%.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning opportunities for staff on how to differentiate instruction using research based best practices (small group instruction, TEKS based work-stations).</p> <p>Strategy's Expected Result/Impact: Needs Assessment Improved student performance Achievement gaps closed</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Coaching and Feedback from a Reading Consultant from ESC 6.</p> <p>Strategy's Expected Result/Impact: Increased number of student reading on or above grade level Well supported teachers</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: ESC6 Reading Specialist - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase additional reading resources for classroom libraries that includes a variety of reading levels and organizational systems to aid in student use.</p> <p>Strategy's Expected Result/Impact: Student reading levels increasing.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Principal Assistant Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p> <p>Funding Sources: Reading Materials for stations - 211 - Title I, Part A - \$6,000, 3rd & 4th Grade Guided Reading Books - LOCAL, Heggerty - 289 - Title IV, Part A, Sub 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: 49% of SJE 3rd and 4th grade students did not meet passing standards for STAAR Math. Root Cause: Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.</p>
<p>Problem Statement 2: Emergent Bilingual progress on TELPAS decreased from 2023 (68%) to 2024 (53%), and did not meet the long term target. Root Cause: Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.</p>
<p>Problem Statement 3: 76% of SJE 5th grade students did not meet passing standards for STAAR Science. Root Cause: New content area and grade level to SJE, with the addition of new staff and new state Science standards.</p>
School Processes & Programs
<p>Problem Statement 1: On the 2025 STAAR RLA, 61% were Approaches and 36% were Meets, which decreased from the prior year. Root Cause: Lack of consistent implementation of the PLC framework primarily.</p>

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 5: Increase the percent of students meeting College, Career, and Military Readiness criteria by 5%.

HB3 Goal

Evaluation Data Sources: College, Career, Military events and celebrations on campus calendar.

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote collegiate aspirations with college days. Strategy's Expected Result/Impact: Campus staff wearing college shirts will increase interest and promote higher learning. Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to host SHSU students for observations, volunteer work, and other community volunteers to our campus. Strategy's Expected Result/Impact: Building relationships with college, career, and military opportunities to support continued education. Staff Responsible for Monitoring: Principal Asst. Principal</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1: Implement procedures and systems that promote and support positive behaviors and social and emotional well-being.

Evaluation Data Sources: Positive Referrals, PBIS incentives, SEL Quaver Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing PBIS (Positive Behavior Interventions & Support) and CKH (Capturing Kids Hearts) professional development for all staff that includes strategies for classroom teachers based on data and staff input reviewed by staff and the PBIS and Process Champion teams.</p> <p>Strategy's Expected Result/Impact: Protected instructional time due to less behavior disruptions TTESS growth Reduction in Referrals</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PBIS Committee Chair</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: PBIS Resources - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue student recognition programs such as: Positive Referrals, Buzzy's Best weekly drawings, student recognition and award assemblies, and the Buzzy's Best store.</p> <p>Strategy's Expected Result/Impact: Increase in student positive recognition Reduction in Office Referrals Assemblies scheduled</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Positive Referral T-Shirts, Star Student Certificates - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Maintain the Check-In/Check-Out system for student who are in need of Tier 2 or Tier 3 behavior intervention and supports. Monitor through RtI.</p> <p>Strategy's Expected Result/Impact: Reduction in Office Visits Reduction in Referrals Increase in Positive Behavior</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Behavior Support Staff Behavior Specialist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Treasure Tower Tokens,Folders and Supplies - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to provide mentor-ship opportunities for students through campus, college, and community partnerships.</p> <p>Strategy's Expected Result/Impact: Mentor List Mentor Activities Decrease in office referrals Student Progress</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 2: Monitor and assess the effectiveness of the district health, safety and emergency plans.

Evaluation Data Sources: Campus safety PD and trainings, HISD Safety implementation Data, Staff and Parent Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Review and practice the Crisis Management Plan with faculty and staff to ensure all stakeholders are aware of their role in the event of a crisis. Provided training updates as needed.</p> <p>Strategy's Expected Result/Impact: Agenda Sign In Dates on calendar</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal School Nurse Counselor Crisis Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Practice emergency situations monthly. Provide emergency reference materials for all areas.</p> <p>Strategy's Expected Result/Impact: All staff and student participate and understand the procedures. Use the Crisis-Go App to conduct drills effectively</p> <p>Staff Responsible for Monitoring: Principals Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 3: Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Sources: Parent, staff and student surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement and provide school wide programs to develop social skills and character education .</p> <p>Strategy's Expected Result/Impact: Collaboration Lessons planned for the year CKH staff, student, and parent surveys</p> <p>Staff Responsible for Monitoring: PBIS Committee Counselors</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Student Certificates & Reward - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct professional development for all staff in office vs. classroom managed behaviors utilizing positive behavior supports and interventions.</p> <p>Strategy's Expected Result/Impact: All staff trained Agendas Sign-In Sheets</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through inclusivity.

Performance Objective 1: Provide opportunities for parent and community involvement which promote academic achievement and school climate.

Evaluation Data Sources: Increased community involvement in all operations of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for parent and community involvement and incentives through a variety of events established by campus committees.</p> <p>Strategy's Expected Result/Impact: Schedule Calendar of Events Parent/Community Participation Increased Number of opportunities increased</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Funding Sources: Supplies for events - LOCAL, Parent Involvement Programs - 211 - Title I, Part A - \$2,400</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue community mentor partnership with local faith based organizations, SHSU, A Time 2 Read, and other community entities that promote student achievement and positive relationships.</p> <p>Strategy's Expected Result/Impact: Number of students participating Events Agendas Sign-in sheets Assessment Results Student Surveys</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through inclusivity.

Performance Objective 2: Provide a variety of communication methods to share information with parents, students and community stakeholders.

Evaluation Data Sources: Completed list of communications shared with all stakeholders.

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain consistent communication with parents, staff, and community members through monthly newsletters, school website, school messenger system, social media, and SMORE digital newsletter.</p> <p>Strategy's Expected Result/Impact: Publications Website Phone logs Video links</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Media Specialist Staff</p> <p>Funding Sources: Subscription to Electronic Newsletter "Smore". - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the number opportunities and ways for parents of second language learners to learn how to access school information through correctly translated information, website language conversion, and informational parent sessions.</p> <p>Strategy's Expected Result/Impact: Increase in the number of parents of second language involvement in informational parent nights.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Bilingual/ESL Coordinator</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Emergent Bilingual progress on TELPAS decreased from 2023 (68%) to 2024 (53%), and did not meet the long term target. **Root Cause:** Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through inclusivity.

Performance Objective 3: Provide district and campus opportunities which encourage and support parent and family engagement in the education of their children.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a plan for communicating with parents and community regarding learning standards, behavior expectations, volunteer opportunities, and ways to provide feedback to the campus through an open forum and surveys.</p> <p>Strategy's Expected Result/Impact: Increase in parent attendance and involvement in student academic informational events and academic student success.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Parent Involvement Committee CAC</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through inclusivity.

Performance Objective 4: Increase community and district awareness of the Career and Technical Education programs through community event participation.

Evaluation Data Sources: College Campus Days
Community Event Participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase college awareness with university days and campus events by recruiting community helpers that support CTE.</p> <p>Strategy's Expected Result/Impact: Expose students to a variety of career opportunities.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the districts mission and core belief statements.

Evaluation Data Sources: 25-26 Campus Budget Plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Expand the use of technology devices to enhance student learning/engagement and increase student achievement.</p> <p>Strategy's Expected Result/Impact: Inventory List Assessment Data Walkthroughs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Learning Specialist (ILS)</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Chromebooks and tech equip (hover and swivel cams) - 211 - Title I, Part A - \$10,500, Chromebook Covers/Protection Cases - 211 - Title I, Part A - \$10,000, Kinder Ipads/covers - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Replace outdated and broken classroom technology: Promethean boards, projectors, Chromebooks, iPads, technology protection, etc...</p> <p>Strategy's Expected Result/Impact: Increase in the number of devices available for instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Learning Specialist (ILS)</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Chromebook Protection Plan - 211 - Title I, Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 2: Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

Evaluation Data Sources: Parent and Campus Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue replacing broken and outdated/dysfunctional furniture according to campus replacement plan.</p> <p>Strategy's Expected Result/Impact: Furniture purchased Replacement plan</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Funding Sources: Teacher Chair replacement - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student academic and social success.

Performance Objective 1: Hire and retain qualified personnel using district developed processes, procedures, and resources.

Evaluation Data Sources: Retention data, District and Local Job Fair Participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the frequency and design of staff recognition and accomplishments through monthly celebrations, drawings, perfect attendance and teacher/staff of the month and EOY awards.</p> <p>Strategy's Expected Result/Impact: Retention of staff. Increase in staff attendance and student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - LOCAL</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue the New Teacher Committee that exists to promote campus involvement, mentor-ship, and professional learning.</p> <p>Strategy's Expected Result/Impact: Agendas Well Supported Teachers</p> <p>Staff Responsible for Monitoring: Principals Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>-</p> <p>Funding Sources: Professional Development Material - LOCAL, Mentor Stipends - 255 - Title II, Part A, New Tchr Academy ESC6 & Pre-Contract Pay - 255 - Title II, Part A</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide team building opportunities for staff throughout the school year.</p> <p>Strategy's Expected Result/Impact: Events Planned</p> <p>Staff Responsible for Monitoring: Principals Assistant Principal Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide ongoing professional development based on areas of need identified by teachers and provide additional planning time in the form of full or partial day team planning once a nine weeks .</p> <p>Strategy's Expected Result/Impact: Increase in student achievement, engagement, and focused lessons.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coaches Instructional Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitute Pay for Planning Days - 211 - Title I, Part A - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student academic and social success.

Performance Objective 2: Increase recruiting of qualified teachers and support staff for all positions with an emphasis on critical need areas such as, math, science, bilingual education and special education.

Evaluation Data Sources: District and Local Job Fair Participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase partnership with SHSU and other universities to identify qualified student teachers that are ready for employment.</p> <p>Strategy's Expected Result/Impact: Student Teacher Observations Teacher input and feedback on student teacher performance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Attend job fairs for recruiting purposes.</p> <p>Strategy's Expected Result/Impact: Recruiting of High Quality Staff</p> <p>Staff Responsible for Monitoring: Interview Committee Principal Assistant Principals</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student academic and social success.

Performance Objective 3: Refine PD plan to provide high quality professional development that fosters growth and includes tiered support for all teachers and staff.

Evaluation Data Sources: Campus PD Calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: Survey staff on professional learning needs. Strategy's Expected Result/Impact: Staff input on staff development needs. Targeted staff development based on needs and student performance data. Staff Responsible for Monitoring: Principal Assistant Principal Academic Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Scott Johnson Elementary

Total SCE Funds: \$686,891.00

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

--

Personnel for Scott Johnson Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Beatriz Arevalo Cruz	IA - Bilingual	1
Brenda Moss	Interventionist - Math	1
Candeleria Jones	IA - Bilingual	1
Melissa Owens	IA - General	1
Myla Weber	Interventionist - Rdg	1
Shanna Hollis	Instructional Coach - ELA	1
Vacant	Dyslexia Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crissie Fowler	Instructional Coach - Math		1

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Part-Time Tutors		\$18,500.00
1	1	5	ESC 6 Consultants		\$5,000.00
1	2	2	Substitute Pay for Certified Teachers		\$4,000.00
1	3	1	Tutorial Compensation		\$41,500.00
1	3	3	Math Coach		\$81,940.00
1	3	4	Science Materials		\$5,000.00
1	3	4	Math Manipulatives		\$5,000.00
1	3	4	Reading Materials		\$5,731.00
1	4	2	ESC6 Reading Specialist		\$5,000.00
1	4	3	Reading Materials for stations		\$6,000.00
3	1	1	Parent Involvement Programs		\$2,400.00
4	1	1	Chromebook Covers/Protection Cases		\$10,000.00
4	1	1	Chromebooks and tech equip (hover and swivel cams)		\$10,500.00
4	1	2	Chromebook Protection Plan		\$10,000.00
5	1	4	Substitute Pay for Planning Days		\$4,000.00
Sub-Total					\$214,571.00
Budgeted Fund Source Amount					\$214,571.00
+/- Difference					\$0.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	New Tchr Academy ESC6 & Pre-Contract Pay		\$0.00
5	1	2	Mentor Stipends		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Rosetta Stone Access for EB students		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Materials for Stations		\$0.00
1	4	3	3rd & 4th Grade Guided Reading Books		\$0.00
2	1	1	PBIS Resources		\$0.00
2	1	2	Positive Referral T-Shirts, Star Student Certificates		\$0.00
2	1	3	Treasure Tower Tokens,Folders and Supplies		\$0.00
2	3	1	Student Certificates & Reward		\$0.00
3	1	1	Supplies for events		\$0.00
3	2	1	Subscription to Electronic Newsletter "Smore".		\$0.00
4	1	1	Kinder Ipads/covers		\$0.00
4	2	1	Teacher Chair replacement		\$0.00
5	1	1			\$0.00
5	1	2	Professional Development Material		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
289 - Title IV, Part A, Sub 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Snap & Read		\$0.00

289 - Title IV, Part A, Sub 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Heggerty		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	IA's		\$0.00
1	2	1	Specialist/Interventionists		\$0.00
1	3	1	Dyslexia, Rdg, Math Interventionists		\$0.00
1	3	3	ELA Coach		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
212 - Title I, Part A, School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$214,571.00
Grand Total Spent					\$214,571.00
+/- Difference					\$0.00

Huntsville Independent School District
Texas Online Preparatory School Elementary
2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: June 30, 2025

Demographics

Demographics Summary

Texas Online Preparatory School Elementary School

Texas Online Preparatory School Elementary School is a program of Huntsville Independent School District, operated by K12, Inc. The school was established in 2013 as a full-time, 100% online public school operating under VSN rules. Historically the school has served grades 3-5, but will add grades K-2 in the 2025-2026 school year.

School Website: <http://tops.k12.com>

The Huntsville ISD Offices are located at 441 FM 2821 E, Huntsville, TX, 77320.

SY2024-2025

Student Enrollment

Elementary School: 924

- 3rd Grade: 203
- 4th Grade: 305
- 5th Grade: 424

Grades Served:

3rd-5th Grade

Total Number of Teachers and Staff

General Education Teachers: 16

Special Education Teachers: 5

Support Staff: 3

Administrative Staff: 3 (1 ED, 1 Principal, 1 Assistant Principal)

Demographic Information

- AFRICAN AMERICAN: 25%
- ASIAN: 3%
- HISPANIC: 40%
- AMERICAN INDIAN: 0.91%
- PACIFIC ISLANDER: 0.17%
- TWO OR MORE RACES: 5%
- WHITE: 26%

Special Programs

Economically Disadvantaged: 22%

of Students Receiving Special Education Services: 193

Grade 3: 49 Grade 4: 56 Grade 5: 88

of English Language Learners: 72

Grade 3: 20 Grade 4: 19 Grade 5: 33

of Students Receiving Gifted & Talented Services: 76

Grade 3: 18 Grade 4: 24 Grade 5: 34

School Processes & Programs

School Processes & Programs Summary

Curriculum:

- Creation of Curriculum Maps to structure school year
- Formative Assessments to check student learning
- Common assessments each semester
- Targeted sessions based on formative and common assessment data
- Students attend live class sessions in Engageli
- Course content and assessments are in Stride Online Elementary School platform-moving from OLS to Canvas in 25-26
- Supplemental curriculum is utilized for additional practice.
- Class assessments and portfolios are placed in an additional Learning Management System (LMS)

Organizational

- Executive Director
- Academic Administrator (Principal)
- Assistant Academic Administrator (Assistant Principal)
- Lead teachers
- Counselor
- Special Programs coordinators
- Special Programs Teachers
- Community Engagement Specialist
- Content Teachers

Personnel

- Hiring Fairs to address quick enrollment growth
- Recruiting Q&A sessions held for interested applicants
- Teacher Trainers to support new teacher and implementation of strategies to support at-risk students

Parent/Learning Coach Experience

- Learning Coach orientation provided
- LC is CC'ed on all emails to internal student emails
- Communication is primarily through email
- Homeroom teacher provides wrap around support in addition to teacher communication
- Classrooms are self-contained, which minimizes the amount of teachers contacting a parent or a parent tracking for questions

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Low involvement by learning coaches negatively affected student engagement and performance.

Root Cause: Lack of attendance to our learning coach orientation and refusal to use the tools they are provided adds to the students falling behind or missing class and assignments. Lack of education that is accessible to the learning coaches easily to help them navigate our platforms.

Perceptions

Perceptions Summary

Will add student culture and climate survey results when available

Comments from LC Focus Groups Spring 2025:

<p>What is going well?</p>	<p>Online education Class structure Teachers and their communication Outings have been good Shipment of materials Communication is great Getting mail from his teachers-makes a difference</p>
<p>What needs to be improved?</p>	<p>BOY remediation schedules were confusing; difficult transition (RTI groups) overwhelming with the homework Snapshot/when she gets her grades-only goes to her email (does that doc usign)-is the only one she has to go through her email to see it Homework gets overwhelming at the start of the year Clubs would interfere with testing so they would often not meet-were not consistent Ms. Holt in music goes through the music box to make sure everything is there-that would be helpful with ELA Unlocking function on a TFAR. Links expire and teachers need to stay on top of the links. Office hours for LCs are needed-regular interval-do not do these during lunch, parents are making lunch. Offer afternoon alternate times to lunch times. Assignments-grading tab, navigating everything was difficult. Click on things to just take you there-having all assignments in the courses. Assignments that are not hyperlinked are hard During orientation there needs to be a video on what this process looks like for LCs</p>

LC support group for Canvas
Nearpod access issues for LCs-they can't access the Classkicks or Nearpod with LC accounts
Integrate the calendar of when they have classes with their email-for parents who use Alexa (automatically)
K12 zone access and/or social time
Not structured club time is needed more
Clubs-confirmation registration is needed so they know student has been signed up and when they will meet (knowing when they are happening, issue was they were irregular). Day of cancellations were hard.
PE-FitnessGram virtually. This has been hard. Especially when asking kids to do things in the moment. Have more modifications.

How can onboarding be improved for families new to virtual education?

Way it is advertised-the flex part is more advertised than the actual scheduled class part (might confuse families)
Separate orientation for each grade
Office hours again
"school at home, not homeschool"
Friday checklist for learning coaches
Behind-ness can get overwhelming
From orientation to being in class, student did not feel like he was welcomed. Just had to jump into catching up. Would have appreciated a social time with the class before jumping into this. Slower introduction.

Counselor small groups and book club-this was really beneficial. Students felt happy leaving counseling. Small groups were good for extra social time. Extra challenges helped in groups.

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
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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.

- 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
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: July 10, 2025

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 1: Increase the percent of students at Approaches, Meets, and Masters on both STAAR Reading and Math tests in grades 3-5 by 5% in spring 2026 (Domain I)

High Priority

Evaluation Data Sources: PLC data, Exit tickets, Canvas coursework, common formative assessments, TEA Interims, STAAR assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All TOPS Elementary teachers will implement STRIDE instructional model which is designed to provide research-based instructional practices as well as a guide to support the development of lessons in an efficient manner. In the 2025-2026 school year, TOPS Elementary will also be using Bluebonnet curriculum for both Math and ELA.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students at Approaches, Meets, and Masters on both STAAR Reading and Math tests in grades 3-5 by 5% in spring 2026</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: TOPS Elementary will use formative assessments in STAAR tested subjects using STAAR formatted question types , implement use of student practice with 1-3 STAAR formatted questions during live class sessions, and spiral previously taught TEKS in each formative assessment.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students at Approaches, Meets, and Masters on both STAAR Reading and Math tests in grades 3-5 by 5% in spring 2026</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: TOPS Elementary staff will work collaboratively with the Shared Services Team (Special Education, 504, Emerging Bilingual, Gifted/Talented) in PLCs and data meetings to ensure continuum of services are provided to students during the campus's instructional schedule</p> <p>Strategy's Expected Result/Impact: Increase the percent of students at Approaches, Meets, and Masters on both STAAR Reading and Math tests in grades 3-5 by 5% in spring 2026</p> <p>Staff Responsible for Monitoring: Principal, CompEd Manager, Administrators of Shared Services Teams</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All TOPS teachers, instructional coaches, and administrators will participate in Solution Tree Training to better support targeted instruction and best practices through higher functioning PLCs.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students at Approaches, Meets, and Masters on both STAAR Reading and Math tests in grades 3-5 by 5% in spring 2026</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, CompEd Manager</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 3</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Intervention staff will work to support at-risk and and educationally disadvantaged students in Tier 2 and 3 instruction.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students at Approaches, Meets, and Masters on both STAAR Reading and Math tests in grades 3-5 by 5% in spring 2026</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CompEd Manager</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 2: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR by 5%. (Domain III)

High Priority

Evaluation Data Sources: PLC data, Exit tickets, OLS coursework, common formative assessments, TEA Interims, STAAR assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All TOPS Elementary teachers will implement STRIDE instructional model which is designed to provide research-based instructional practices as well as a guide to support the development of lessons in an efficient manner.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR by 5%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CompEd Manager, Shared Services Administrator</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: TOPS Elementary will use formative assessments in STAAR tested subjects using STAAR formatted question types , implement use of student practice with 1-3 STAAR formatted questions during live class sessions, and spiral previously taught TEKS in each formative assessment.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR by 5%</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: TOPS Elementary staff will work collaboratively with the Shared Services Team (Special Education, 504, Emerging Bilingual, Gifted/Talented) in PLCs and data meetings to ensure continuum of services are provided to students during the campus's instructional schedule</p> <p>Strategy's Expected Result/Impact: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR by 5%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CompEd Manager, Shared Services Manager</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All TOPS teachers, instructional coaches, and administrators will participate in Solution Tree Training to better support targeted instruction and best practices through higher functioning PLCs.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR by 5%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, CompEd Manager</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Intervention staff will work to support at-risk and and educationally disadvantaged students in Tier 2 and 3 instruction.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR by 5%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CompEd Manager</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 3: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5% (HB 3 Goal, Domain II)

High Priority

HB3 Goal

Evaluation Data Sources: PLC data, Exit tickets, OLS coursework, common formative assessments, TEA Interims, STAAR assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All TOPS Elementary teachers will implement STRIDE instructional model which is designed to provide research-based instructional practices as well as a guide to support the development of lessons in an efficient manner.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: TOPS Elementary will use formative assessments in STAAR tested subjects using STAAR formatted question types , implement use of student practice with 1-3 STAAR formatted questions during live class sessions, and spiral previously taught TEKS in each formative assessment.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All TOPS teachers, instructional coaches, and administrators will participate in Solution Tree Training to better support targeted instruction and best practices through higher functioning PLCs.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5%</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: TOPS Elementary staff will work collaboratively with the Shared Services Team (Special Education, 504, Emerging Bilingual, Gifted/Talented) in PLCs and data meetings to ensure continuum of services are provided to students during the campus's instructional schedule.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5%</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Shared Services Team</p> <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 4: Increase the percent of students on track for reading (Kindergarten) or reading on grade level (1-8) by 5% (HB 3 Goal, Domain I).

High Priority

HB3 Goal

Evaluation Data Sources: mClass assessment results, Reading Academy teacher completion report

Strategy 1 Details	Reviews			
<p>Strategy 1: All elementary teachers and campus administrators will attend the Reading Academy as presented in Texas HB 3 and K-2 teachers will be trained to administer the mClass assessments to support K-2 growth.</p> <p>Strategy's Expected Result/Impact: Attending this academy will increase teachers' and principals' knowledge and implementation of evidence-based practices to positively impact student literacy achievement.</p> <p>Staff Responsible for Monitoring: Principal, Texas Compliance Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: TOPS Elementary will administer the mClass literacy screener in required grades and analyze data to drive instructional decisions</p> <p>Strategy's Expected Result/Impact: Students will grow in their reading abilities from BOY to EOY</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 5: Increase the percent of students meeting College, Career and Military Readiness criteria by 5%. (HB 3 Goal, Domains I, II, III)

HB3 Goal

Evaluation Data Sources: K12 CCMR cohort data tracking

Strategy 1 Details	Reviews			
<p>Strategy 1: Teaching staff will support students in small group tutoring to ensure 15-30-hour tutoring requirement is met, which will help prepare elementary students to meet CCMR goals as they move through our K12 school continuum.</p> <p>Strategy's Expected Result/Impact: All students who are required to complete HB1416 tutoring will successfully complete their assigned tutoring hours.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teaching staff, Interventionist, Engagement Specialist</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June



Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1: Implement procedures and systems that promote and support positive behaviors and social and emotional well-being

Evaluation Data Sources: Administrators and attendance team will monitor school attendance and engagement using weekly/bi-weekly reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: The TOPS Elementary Counseling Team will Implement social-emotional learning using 7 Mindsets in weekly meetings with students. Teachers will reinforce the strategy introduced each week with students.</p> <p>Strategy's Expected Result/Impact: Student behavior and engagement in live class sessions and in interactions with their peers and teachers will be more positive and decrease any negative behaviors.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Academic Probation Plan for students who are consistently absent and not engaged in their live classes or coursework with the purpose to re-engage them in their learning.</p> <p>Strategy's Expected Result/Impact: Increased engagement of at-risk students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Create a support plan for at-risk students by adding staff, resources, and programs to facilitate positive student behaviors and mental health.</p> <p>Strategy's Expected Result/Impact: Increased engagement of at-risk students with academic supports.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Engagement Specialists, Intervention Teachers, CompEd Manager</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage - State Comp Ed</p>	Formative			Summative
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Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 2: Monitor and assess the effectiveness of the district health, safety and emergency plans.

Evaluation Data Sources: Internal Student Escalations tracker; Discipline or behavioral reports from state testing sites

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop, monitor, and continuously improve the crisis prevention plan and safety protocols within the online school. This should include more timely responses to students in crisis, as well as proactive implementation of systems to support students who respond to staff with mental health concerns, and safety during F2F events</p> <p>Strategy's Expected Result/Impact: Students in crisis will be referred to proper authorities; students identified and exhibiting mental health concerns will be provided tools and supports</p> <p>Staff Responsible for Monitoring: Executive Director, Principal, Counseling</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: TOPS Elementary administration will review safety health protocols for F2F events.</p> <p>Strategy's Expected Result/Impact: Safety health protocols for F2F events such as state testing and/or field trips will be reviewed and implemented to ensure student and staff safety</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 3: Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Sources: Student attendance to sessions led by counseling staff for character education. (7Mindsets)

Strategy 1 Details	Reviews			
<p>Strategy 1: With support of Counseling Team, TOPS staff will model positive interactions with students and other staff members.</p> <p>Strategy's Expected Result/Impact: Increased student/family satisfaction on pulse checks</p> <p>Staff Responsible for Monitoring: Principal, Counseling Team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 1: Provide opportunities for parent and community involvement which promote academic achievement, and school climate.

Evaluation Data Sources: Pulse Check Surveys sent to students and families, attendance to virtual and in-person outings

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS Elementary will continue to foster parent and community involvement through additional Heritage Month activities, outings, and additional opportunities to meet with staff and administration. TOPS has fully launched a Learning Coach Community within the K12 App for TOPS-only families to connect with each other and the school.</p> <p>Strategy's Expected Result/Impact: Attendance to Learning Coach orientation sessions, attendance to parent meetings, increased family satisfaction on pulse check surveys.</p> <p>Staff Responsible for Monitoring: Principal, Lead Counselor and Engagement Specialist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 2: Provide a variety of communication methods to share information with parents, students and community stakeholders.

Evaluation Data Sources: TOPS Social Media platforms, Bi-weekly family newsletter, text opt-in for communication, teacher/parent/student conferences each semester, monthly chats with campus admin

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Strong Start strategies with all students and families as they onboard for the new school year</p> <p>Strategy's Expected Result/Impact: Implementing strong parent, learning coach and student orientations and communications will improve students success in their online classes.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 3: Provide district and campus opportunities which encourage and support parent involvement in the education of their children.

Evaluation Data Sources: Attendance to Learning Coach University sessions and Learning Coach Orientation with the start of each new cohort

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS will deliver monthly Learning Coach University sessions to further encourage collaboration and involvement of parents in the daily routines and activities of their students in the online school.</p> <p>Strategy's Expected Result/Impact: Parents will take a more direct role in counseling students on study habits, as well as become more familiar with the online school's processes and practices.</p> <p>Staff Responsible for Monitoring: Counseling team, engagement specialist, principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 4: Increase community and district awareness of the Career and Technical Education programs through community event participation

Evaluation Data Sources: Attendance to LC information sessions and other community events where CTE program is priority content

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS Elementary will partner with our middle and high school to create parent information sessions focused on CTE programming for students</p> <p>Strategy's Expected Result/Impact: Parents will be more informed about available CTE programs and how they support student learning at every grade level.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the district's mission and core belief statements.

Evaluation Data Sources: Monthly Finance meetings; SOX compliance

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop budget alongside K12 Finance, Vice President, and Human Resource officer. Ensure cost-allocations are appropriate, as well as aligned to district's projections with regard to funding.</p> <p>Strategy's Expected Result/Impact: Fiscal year close will result in favorable usage of monies aligned to cost-allocations across departments and campuses.</p> <p>Staff Responsible for Monitoring: Executive Director, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 2: Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

Evaluation Data Sources: Monthly Asynchronous Course Walkthroughs by Administration

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS Elementary will complete course data dives to ensure curriculum and platform is 100% aligned to standards and properly working from the student experience.</p> <p>Strategy's Expected Result/Impact: Students will improve in curriculum completion and overall mastery.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 1: Hire and retain qualified personnel using district developed processes, procedures, and resources

Evaluation Data Sources: Training completions and attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and professional development support to the new staff. Strategy's Expected Result/Impact: Newly hired teachers will be proficient in virtual instructional strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 2: Increase recruiting of qualified teachers for all positions with an emphasis on critical need areas such as, math, science, bilingual education and special education

Evaluation Data Sources: Staffing list with certifications.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase recruiting efforts via social media platforms and overall marketing campaign. Strategy's Expected Result/Impact: TOPS Elementary will be able to recruit motivated and certified teachers Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 2</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 3: Refine a plan to provide high quality professional development that fosters growth and includes tiered support for all teachers and staff.

Evaluation Data Sources: Professional Development plan, Student growth on STAAR, Student growth on FastBridge, Student growth on formative assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Create Professional Development for teachers ensuring they are adequately trained to work with students and provide ongoing training as needed. Math and Reading Coaches, as well as Teacher Trainers, will provide support with critical content knowledge, instructional strategies, and professional development.</p> <p>Strategy's Expected Result/Impact: Student growth will increase from SY22-23 as a result of the professional development and content support.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Elizabeth Nelson	TOPS Head of School
Business Representative	Ricardo Daniels	Business member
Non-classroom Professional	Sarah Palacios	Elementary Math Coach
Non-classroom Professional	Mia Stone	Elementary Literacy Coach
Parent	Shree Williams Cole	Parent
Parent	Eileen Faulkenberry	Parent
District-level Professional	Patricia Cross	Virtual School Coordinator
Community Representative	Tricia Hamilton	Accountability
Community Representative	Leigh Radichel	Gifted and Talented Coordinator
Community Representative	Cindy Cook	Special Education Manager
Classroom Teacher	Nicole Van Houten	Teacher
Classroom Teacher	Lois Humphreys	Teacher
Classroom Teacher	Shylah Cutbirth	Teacher
Classroom Teacher	Angie Berweiler	Teacher
Classroom Teacher	Shawn Angiono	Teacher
Classroom Teacher	Ali Laura	Teacher
Classroom Teacher	Michael Griffin	Teacher
Classroom Teacher	Holly Robertson	Teacher
Classroom Teacher	Jacque Beavers	Teacher
Classroom Teacher	Jennifer Bass	Teacher
Classroom Teacher	Josh Banda	Teacher
Administrator	Jayne Iley	TOPS Elementary Principal
Community Representative	Melissa Robinett	Accountability Manager

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage		\$0.00
1	3	2	Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage		\$0.00
1	5	1	Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage		\$0.00
2	1	3	Supplemental Instructional Materials, Professional Development, Books for Book Study, Teacher and Student Incentives, Postage		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$300,000.00
+/- Difference					\$300,000.00
Grand Total Budgeted					\$300,000.00
Grand Total Spent					\$0.00
+/- Difference					\$300,000.00

Huntsville Independent School District
Texas Online Preparatory School High School
2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Texas Online Preparatory School High School

Texas Online Preparatory School High School is a program of Huntsville Independent School District, operated by K12, Inc. The school was established in 2013 as a full-time, 100% online public school operating under VSN rules. Students in grades 9-12 residing within Texas are eligible to attend if they meet program enrollment criteria.

- Students must be on cohort.
- Students must not be off-track for graduation.
- Must have passing score on any EOC participated.
- Students must have attended 90% of the school year, and/or have received credit for taking the corresponding course.
- Students must have no expulsions or incomplete DAEP/JAEP assignments.

School Website: <http://tops.k12.com>

The Huntsville ISD Offices are located at 441 FM 2821 E, Huntsville, TX, 77320.

SY2020-2021

Student Enrollment

High School: 1934

- 9th Grade: 565
- 10th Grade: 507
- 11th Grade: 465
- 12th Grade: 397

Grades Served:

9th-12th Grade

Total Number of Teachers and Staff

General Education Teachers: 62

Special Education Teachers: 3

Support Staff: 3

Administrative Staff: 4

Demographic Information

- AFRICAN AMERICAN: 11.7%
- ASIAN: 3.4%
- HISPANIC: 27.4%
- AMERICAN INDIAN: 0.7%
- PACIFIC ISLANDER: 0.2%
- TWO OR MORE RACES: 6.8%
- WHITE: 49.7%

Special Programs

Economically Disadvantaged: 43.6%

% of Students Receiving Special Education Services: 3.9%

% of English Language Learners: 2.4%

% of Students Receiving Gifted & Talented Services: 8.7%

% of Students At-Risk: 31.0%

Mobility Rate: 34.5%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): New students are more in danger of not completing our program or losing high school credits and falling off cohort.

Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.

Problem Statement 2: New students are more in danger of not completing our program or losing high school credits and falling off cohort.

Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.

Problem Statement 3 (Prioritized): Although we have a 98% graduation rate of students who stay with us to graduation, students who leave our program and aren't claimed by other schools in time are hurting our graduation rate.

Root Cause: Better tracking and follow up procedures need to be in place to make sure students are claimed before they become 98 leavers on our graduation accountability.

Problem Statement 4 (Prioritized): Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community

Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 5 (Prioritized): Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading.

Root Cause: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.

Student Learning

Student Learning Summary

[SY24-25 Scorecard.xlsx](#)

Student Learning Strengths

TOPS has strong graduation rates and is meeting targets for graduation rates in Domain 3. For the All Students group, English I and II performance is strong: 77% of students Meet Grade Level and Academic Achievement targets were met for evaluated student groups. Course passing rates have narrow rates of disparity for English IV. Biology and U.S. History STAAR EOC passing rates are also strong, and U.S. History has a high rate of students who Master Grade Level on the EOC.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading.

Root Cause: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.

Problem Statement 2 (Prioritized): EOC Math Scores for Algebra 1 are below expectations for approaches, meets, and masters performance categories

Root Cause: Lack of strong instruction on priority standards that spiral back and create deeper understanding of the topics. Gaps in data analysis protocols within PLT structures to identify student misconceptions and reteach the concepts quickly

Problem Statement 3 (Prioritized): EOC English 1 scores had a slight drop over SY23-24 with more students scoring approaching.

Root Cause: Tier 1 instruction is not aligned with EOC.

Problem Statement 4 (Prioritized): Although we have a 98% graduation rate of students who stay with us to graduation, students who leave our program and aren't claimed by other schools in time are hurting our graduation rate.

Root Cause: Better tracking and follow up procedures need to be in place to make sure students are claimed before they become 98 leavers on our graduation accountability.

Problem Statement 5 (Prioritized): There are gaps in the alignment and rigor of asynchronous instruction and graded assignments

Root Cause: Students need to receive a stronger Tier 1 Asynchronous instruction with assignments that show true data for reteach and extension.

Problem Statement 6 (Prioritized): New students are more in danger of not completing our program or losing high school credits and falling off cohort.

Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.

School Processes & Programs

School Processes & Programs Summary

CTE Growth

State of Program, SY20-21

- 6 a-la-carte courses: Marketing, Family and Consumer Science, Accounting, Health science, Web Design?
- 4 certifications offered in Microsoft Office Specialist (13 student certifiers?)
- Limited Work-Based Learning Organizations?
- 1 Career and Technical Student Organizations

Additions in SY21-22

- 8 Career Programs of Study?
- 22 CTE course offerings?
- Career Development Activities (In class support; College/Career Fairs?)
- 10 Industry-Based Learning Certifications offered?
- 6 Career and Technical Student Organizations?
- 6 Project-Based Learning Courses?
- Offering Career Preparation course for internships/employment for HS credit?

Curriculum:

- Creation of Curriculum Maps to structure school year
- Formative Assessments to check student learning
- Common assessments each semester
- Targeted sessions based on formative and common assessment data
- Students attend live class sessions in Newrow
- Course content and assessments are in Stride Online Middle School (D2L) platform
- Supplemental curriculum, such as USATestprep, is utilized for additional practice.
- Class assessments and portfolios are placed in an additional Learning Management System (LMS)

Organizational

- Head of School
- Academic Administrator
- Assistant Academic Administrators
- Lead teachers
- Counselors
- Special Programs coordinators
- Special Programs Teachers
- Community Engagement Specialist
- Content Teachers

Personnel

- Hiring Fairs to address quick enrollment growth
- Recruiting Q&A sessions held for interested applicants
- Teacher Trainers to support new teacher and implementation of strategies to support at-risk students

Parent/Learning Coach Experience

- Learning Coach orientation provided
- LC is CC'ed on all emails to internal student emails
- Communication is primarily through email
- Homeroom teacher provides wrap around support in addition to teacher communication

School Processes & Programs Strengths

Texas Online Preparatory High School has multiple student supports based on student need. Expansion of the CTE curriculum offerings has increased student engagement in CTE, which will better prepare students for life post-high school. Hiring fairs have been implemented to address hiring needed due to high enrollments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort.

Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.

Problem Statement 2 (Prioritized): Although we have a 98% graduation rate of students who stay with us to graduation, students who leave our program and aren't claimed by other schools in time are hurting our graduation rate.

Root Cause: Better tracking and follow up procedures need to be in place to make sure students are claimed before they become 98 leavers on our graduation accountability.

Problem Statement 3 (Prioritized): Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community

Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 4 (Prioritized): Provide high quality professional development that fosters growth and includes tiered support for all teachers and staff especially in the PLC Process

Root Cause: Teachers are still learning how to be a professional learning community and use data to drive their instruction

Problem Statement 5: New families have a limited understanding of virtual education and the expectations for success.

Root Cause: Discrepancy between enrollment discussions, initial perceptions of virtual schooling, and lack of in depth orientation for both learning coach and student.

Perceptions

Perceptions Summary

Student Feedback:

TOPS Strengths	TOPS Weaknesses
<ul style="list-style-type: none">• 40%: Flexibility/Freedom• 17%: Own Pace• 17%: Teachers• 3% Course Options• 4% Support• 12%: At Home• 7%: Organized	<ul style="list-style-type: none">• Lack of Socialization• Multiple Classes at Once• Lack of classes that apply to career focus

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents and external stakeholders have limited understanding of all programs offered at TOPS High School. Parents often times do not understand graduation requirements, EOC requirements, and different pathways offered at our school.

Root Cause: Education jargon used often in communication. Native languages should be utilized. Graduation plans should be reviewed with students regularly.

Problem Statement 2: New families have a limited understanding of virtual education and the expectations for success.

Root Cause: Discrepancy between enrollment discussions, initial perceptions of virtual schooling, and lack of in depth orientation for both learning coach and student.

Problem Statement 3 (Prioritized): Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community

Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 4 (Prioritized): There are gaps in LC understanding of their role and associated accountability needs

Root Cause: LC support community must be stronger to make sure learning coaches know how to support their students in our online platforms and organization of their school week.

Problem Statement 5 (Prioritized): New students are more in danger of not completing our program or losing high school credits and falling off cohort.

Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.

Priority Problem Statements

Problem Statement 1: EOC Math Scores for Algebra 1 are below expectations for approaches, meets, and masters performance categories

Root Cause 1: Lack of strong instruction on priority standards that spiral back and create deeper understanding of the topics. Gaps in data analysis protocols within PLT structures to identify student misconceptions and reteach the concepts quickly

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 2: EOC English 1 scores had a slight drop over SY23-24 with more students scoring approaching.

Root Cause 2: Tier 1 instruction is not aligned with EOC.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 3: There are gaps in the alignment and rigor of asynchronous instruction and graded assignments

Root Cause 3: Students need to receive a stronger Tier 1 Asynchronous instruction with assignments that show true data for reteach and extension.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 4: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading.

Root Cause 4: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.

Problem Statement 4 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort.

Root Cause 5: New students struggle with organization and movement from brick and mortar learning to virtual learning.

Problem Statement 5 Areas: Demographics - School Culture and Climate - Demographics - Student Learning - Perceptions

Problem Statement 6: Although we have a 98% graduation rate of students who stay with us to graduation, students who leave our program and aren't claimed by other schools in time are hurting our graduation rate.

Root Cause 6: Better tracking and follow up procedures need to be in place to make sure students are claimed before they become 98 leavers on our graduation accountability.

Problem Statement 6 Areas: Demographics - Student Achievement - Family and Community Engagement - Demographics - Student Learning - School Processes & Programs

Problem Statement 7: Parents and external stakeholders have limited understanding of all programs offered at TOPS High School. Parents often times do not understand graduation requirements, EOC requirements, and different pathways offered at our school.

Root Cause 7: Education jargon used often in communication. Native languages should be utilized. Graduation plans should be reviewed with students regularly.

Problem Statement 7 Areas: Family and Community Engagement - Perceptions

Problem Statement 8: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community

Root Cause 8: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 8 Areas: Demographics - School Culture and Climate - Family and Community Engagement - Demographics - School Processes & Programs - Perceptions

Problem Statement 9: There are gaps in LC understanding of their role and associated accountability needs

Root Cause 9: LC support community must be stronger to make sure learning coaches know how to support their students in our online platforms and organization of their school week.

Problem Statement 9 Areas: School Culture and Climate - Family and Community Engagement - Perceptions

Problem Statement 10: Provide high quality professional development that fosters growth and includes tiered support for all teachers and staff especially in the PLC Process

Root Cause 10: Teachers are still learning how to be a professional learning community and use data to drive their instruction

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Organization - School Processes & Programs

Goals

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 1: Increase the percent of students at each of the Approaches, Meets, and Masters Level on STAAR.

Evaluation Data Sources: Data from state assessments and common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize interventions during beginning of year with scaffolded instruction (DNM in plus groups) to remediate missed skills from 23-24 into 24-25 instruction in the gen ed classroom and accelerated instruction sessions with interventionists and gen ed collaborating and working together.</p> <p>Strategy's Expected Result/Impact: TOPS will increase the percent of students in Approaches, Meets, and Masters Level on STAAR and decrease the percent of students in Did Not Meet.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Demographics 5 - Student Learning 1 - Student Achievement 6 - Curriculum, Instruction, and Assessment 5</p> <p>Funding Sources: Tutoring vendor, instructional materials - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: TOPS High School will require critical thinking in 100% of high school courses through the use of writing, reading, and real-world applications.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who earn Meets and Masters.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 5 - Student Achievement 1, 2, 5 - Curriculum, Instruction, and Assessment 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 5: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading. **Root Cause:** Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.

Student Learning

Problem Statement 1: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading. **Root Cause:** Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.

Problem Statement 2: EOC Math Scores for Algebra 1 are below expectations for approaches, meets, and masters performance categories **Root Cause:** Lack of strong instruction on priority standards that spiral back and create deeper understanding of the topics. Gaps in data analysis protocols within PLT structures to identify student misconceptions and reteach the concepts quickly

Problem Statement 3: EOC English 1 scores had a slight drop over SY23-24 with more students scoring approaching. **Root Cause:** Tier 1 instruction is not aligned with EOC.

Problem Statement 5: There are gaps in the alignment and rigor of asynchronous instruction and graded assignments **Root Cause:** Students need to receive a stronger Tier 1 Asynchronous instruction with assignments that show true data for reteach and extension.

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 2: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR.

Evaluation Data Sources: Data from state assessments and common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS High School will utilize additional positions, including interventionists and coaches to implement best practices in instruction and intervention to improve student mastery.</p> <p>Strategy's Expected Result/Impact: 85% of At-risk students will move up at least one performance band in all STAAR EOC assessments.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Demographics 5 - Student Learning 1, 2, 3, 5 - Student Achievement 1, 2, 5, 6 - Curriculum, Instruction, and Assessment 1, 2, 3, 5</p> <p>Funding Sources: Professional development tailored to coaching and intervention - State Comp Ed, workbooks to support scaffolded instruction - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: TOPS High School will implement a research based Professional Learning Community that focuses on improving student performance.</p> <p>Strategy's Expected Result/Impact: 85% of all student groups will move up at least one performance band in all STAAR EOC assessments.</p> <p>Problem Statements: Student Learning 5 - Student Achievement 5 - School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 4 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: TOPS High School will implement strategies from Content Based Language Instruction, including structured vocabulary in both asynchronous and synchronous instruction.</p> <p>Strategy's Expected Result/Impact: 85% of English Learners will move up at least one performance band in English 1 and/or English 2 STAAR EOC assessments.</p> <p>Problem Statements: School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 4 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 5: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading. Root Cause: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.</p>
Student Learning
<p>Problem Statement 1: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading. Root Cause: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.</p>
<p>Problem Statement 2: EOC Math Scores for Algebra 1 are below expectations for approaches, meets, and masters performance categories Root Cause: Lack of strong instruction on priority standards that spiral back and create deeper understanding of the topics. Gaps in data analysis protocols within PLT structures to identify student misconceptions and reteach the concepts quickly</p>
<p>Problem Statement 3: EOC English 1 scores had a slight drop over SY23-24 with more students scoring approaching. Root Cause: Tier 1 instruction is not aligned with EOC.</p>
<p>Problem Statement 5: There are gaps in the alignment and rigor of asynchronous instruction and graded assignments Root Cause: Students need to receive a stronger Tier 1 Asynchronous instruction with assignments that show true data for reteach and extension.</p>
School Processes & Programs
<p>Problem Statement 4: Provide high quality professional development that fosters growth and includes tiered support for all teachers and staff especially in the PLC Process Root Cause: Teachers are still learning how to be a professional learning community and use data to drive their instruction</p>

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 3: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading.

Evaluation Data Sources: Data from state assessments and common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS HS will use common formative assessments to target instruction in smaller class-sizes, homogeneous ability levels, and increased learning time through additional live class connect sessions and targeted intervention.</p> <p>Strategy's Expected Result/Impact: Meet the Growth target for all students in Mathematics and Reading.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Demographics 5 - Student Learning 1, 2, 3 - Student Achievement 1, 2, 6 - Curriculum, Instruction, and Assessment 2, 3, 5</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 5: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading. Root Cause: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.</p>
Student Learning
<p>Problem Statement 1: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading. Root Cause: Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.</p>
<p>Problem Statement 2: EOC Math Scores for Algebra 1 are below expectations for approaches, meets, and masters performance categories Root Cause: Lack of strong instruction on priority standards that spiral back and create deeper understanding of the topics. Gaps in data analysis protocols within PLT structures to identify student misconceptions and reteach the concepts quickly</p>
<p>Problem Statement 3: EOC English 1 scores had a slight drop over SY23-24 with more students scoring approaching. Root Cause: Tier 1 instruction is not aligned with EOC.</p>

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 4: Increase the percent of students meeting College, Career and Military Readiness criteria.

Evaluation Data Sources: CCMR Tracker, IBC Results

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS High School will increase pathway offerings and IBCs and include graduation requirement of BIM or an equivalent technology applications course.</p> <p>Strategy's Expected Result/Impact: Through a variety of pathways being offered, student choice and interest will increase and IBC completion will increase.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 3 - Demographics 2 - Student Learning 4 - Student Achievement 4 - School Processes & Programs 2 - Family and Community Engagement 3</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: TOPS High School will implement a strategic future ready campaign starting in August that targets each student based on their chosen life goals.</p> <p>Strategy's Expected Result/Impact: TOPS High School will improve CCMR points in all grade levels.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 1, 3, 4 - Demographics 2, 3, 4 - Student Learning 4, 6 - Student Achievement 4 - School Processes & Programs 2, 3 - School Culture and Climate 1, 4 - Perceptions 1, 3, 5 - Family and Community Engagement 3, 4, 5</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: TOPS High School will implement TSIA2 campaign in all higher level math courses and English 3 and 4.</p> <p>Strategy's Expected Result/Impact: Increase student graduation rate and college/career acceptance rate.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 5 - Student Achievement 5 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause:** New students struggle with organization and movement from brick and mortar learning to virtual learning.

Problem Statement 3: Although we have a 98% graduation rate of students who stay with us to graduation, students who leave our program and aren't claimed by other schools in time are hurting our graduation rate. **Root Cause:** Better tracking and follow up procedures need to be in place to make sure students are claimed before they become 98 leavers on our graduation accountability.

Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause:** While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Student Learning

Problem Statement 4: Although we have a 98% graduation rate of students who stay with us to graduation, students who leave our program and aren't claimed by other schools in time are hurting our graduation rate. **Root Cause:** Better tracking and follow up procedures need to be in place to make sure students are claimed before they become 98 leavers on our graduation accountability.

Problem Statement 5: There are gaps in the alignment and rigor of asynchronous instruction and graded assignments **Root Cause:** Students need to receive a stronger Tier 1 Asynchronous instruction with assignments that show true data for reteach and extension.

Problem Statement 6: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause:** New students struggle with organization and movement from brick and mortar learning to virtual learning.

School Processes & Programs

Problem Statement 2: Although we have a 98% graduation rate of students who stay with us to graduation, students who leave our program and aren't claimed by other schools in time are hurting our graduation rate. **Root Cause:** Better tracking and follow up procedures need to be in place to make sure students are claimed before they become 98 leavers on our graduation accountability.

Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause:** While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Perceptions

Problem Statement 1: Parents and external stakeholders have limited understanding of all programs offered at TOPS High School. Parents often times do not understand graduation requirements, EOC requirements, and different pathways offered at our school. **Root Cause:** Education jargon used often in communication. Native languages should be utilized. Graduation plans should be reviewed with students regularly.

Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause:** While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause:** New students struggle with organization and movement from brick and mortar learning to virtual learning.

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1: Implement procedures and systems that promote and support positive behaviors and social and emotional well-being.

Evaluation Data Sources: Attendance to sessions

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS High School will implement a holistic Character Development plan. Strategy's Expected Result/Impact: Entire campus will increase a sense of belonging and community in addition to clear guidelines for positive behavior. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Demographics 4 - Student Learning 6 - School Culture and Climate 4 - Perceptions 5</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a tiered support plan for at-risk students by adding staff, resources, and programs to facilitate positive student behaviors and mental health. Strategy's Expected Result/Impact: Increased engagement of at-risk students and reduce number of out of cohort students. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 5 - Demographics 5 - Student Learning 1 - Student Achievement 6 - Curriculum, Instruction, and Assessment 5 Funding Sources: rewards and incentives - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause:** New students struggle with organization and movement from brick and mortar learning to virtual learning.

Problem Statement 5: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading. **Root Cause:** Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.

Student Learning

Problem Statement 1: Students who are at risk and are currently HB1416 from previous tests are not showing growth of one year in math and reading. **Root Cause:** Teachers were not trained on the meaning of at-risk in order to better understand how to serve students. Tier 2 and 3 instruction must be stronger.

Problem Statement 6: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause:** New students struggle with organization and movement from brick and mortar learning to virtual learning.

Perceptions

Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause:** New students struggle with organization and movement from brick and mortar learning to virtual learning.

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 2: Monitor and assess the effectiveness of the district health, safety and emergency plans.

Evaluation Data Sources: Internal Student Escalations tracker; Discipline or behavioral reports from state testing sites

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop, monitor, and continuously improve the crisis prevention plan within the online school. This should include more timely responses to students in crisis, as well as proactive implementation of systems to support students who respond to staff with mental health concerns.</p> <p>Strategy's Expected Result/Impact: Students in crisis will be referred to proper authorities; students identified and exhibiting mental health concerns will be provided ongoing tools and supports.</p> <p>Staff Responsible for Monitoring: Head of School</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4 - Demographics 3 - School Processes & Programs 3 - School Culture and Climate 1 - Perceptions 3 - Family and Community Engagement 4</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs</p>
School Processes & Programs
<p>Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs</p>
Perceptions
<p>Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs</p>

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 3: Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Sources: District discipline data
Character education program and implementation plan

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS High School will implement character education through the use of Social Emotional Learning in all POD activities, monthly staff meetings, and within all family newsletters by implementing the Narwhal Way</p> <p>Strategy's Expected Result/Impact: Improve student relationships, overall health and contribute to a positive culture.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 4 - Demographics 3, 4 - Student Learning 6 - School Processes & Programs 3 - School Culture and Climate 1, 4 - Perceptions 3, 5 - Family and Community Engagement 4</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort. Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.</p>
<p>Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs</p>
Student Learning
<p>Problem Statement 6: New students are more in danger of not completing our program or losing high school credits and falling off cohort. Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.</p>
School Processes & Programs
<p>Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs</p>

Perceptions

Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause:** While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause:** New students struggle with organization and movement from brick and mortar learning to virtual learning.

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 1: Provide opportunities for parent and community involvement which promote academic achievement, and school climate.

Evaluation Data Sources: Student/family pulse checks, attendance to virtual and in-person outings

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS High School will implement monthly collaboration among all stakeholders. Strategy's Expected Result/Impact: Increase parent and student communication with teachers and overall culture. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 3 - Perceptions 1, 4 - Family and Community Engagement 1, 5</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: TOPS High School will create a cultural connections committee dedicated to inclusivity and diversity. Strategy's Expected Result/Impact: Increase awareness of diverse stakeholders and inclusivity into campus.</p> <p>Problem Statements: Demographics 1, 4 - Demographics 3, 4 - Student Learning 6 - School Processes & Programs 3 - School Culture and Climate 1, 4 - Perceptions 3, 5 - Family and Community Engagement 4</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort. Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.</p>
<p>Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs</p>

Student Learning

Problem Statement 6: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause:** New students struggle with organization and movement from brick and mortar learning to virtual learning.

School Processes & Programs

Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause:** While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Perceptions

Problem Statement 1: Parents and external stakeholders have limited understanding of all programs offered at TOPS High School. Parents often times do not understand graduation requirements, EOC requirements, and different pathways offered at our school. **Root Cause:** Education jargon used often in communication. Native languages should be utilized. Graduation plans should be reviewed with students regularly.

Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause:** While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 4: There are gaps in LC understanding of their role and associated accountability needs **Root Cause:** LC support community must be stronger to make sure learning coaches know how to support their students in our online platforms and organization of their school week.

Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause:** New students struggle with organization and movement from brick and mortar learning to virtual learning.

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 2: Provide a variety of communication methods to share information with parents, students and community stakeholders.

Evaluation Data Sources: Student/family pulse check, TOPS social media platforms

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS High School will implement monthly collaboration via live interactive sessions with stakeholders and bi-weekly communication via email with a focus tied to our Strategic Plan.</p> <p>Strategy's Expected Result/Impact: This will improve relationships, community involvement, and overall student learning.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 1, 4 - Demographics 3, 4 - Student Learning 6 - School Processes & Programs 3 - School Culture and Climate 1, 3, 4 - Perceptions 1, 3, 4, 5 - Family and Community Engagement 1, 4, 5</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort. Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.</p>
<p>Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs</p>
Student Learning
<p>Problem Statement 6: New students are more in danger of not completing our program or losing high school credits and falling off cohort. Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.</p>
School Processes & Programs
<p>Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs</p>

Perceptions

Problem Statement 1: Parents and external stakeholders have limited understanding of all programs offered at TOPS High School. Parents often times do not understand graduation requirements, EOC requirements, and different pathways offered at our school. **Root Cause:** Education jargon used often in communication. Native languages should be utilized. Graduation plans should be reviewed with students regularly.

Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause:** While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 4: There are gaps in LC understanding of their role and associated accountability needs **Root Cause:** LC support community must be stronger to make sure learning coaches know how to support their students in our online platforms and organization of their school week.

Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause:** New students struggle with organization and movement from brick and mortar learning to virtual learning.

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 3: Provide district and campus opportunities which encourage and support parent and family engagement in the education of their children.

Evaluation Data Sources: Student/family pulse check, attendance to Learning Coach activities

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS High School will incorporate monthly Learning Coach activities to foster community and involvement. Strategy's Expected Result/Impact: Parents will take a more direct role in counseling students on study habits, as well as become more familiar with the online school's processes and practices. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1, 4 - Demographics 3, 4 - Student Learning 6 - School Processes & Programs 3 - School Culture and Climate 1, 4 - Perceptions 1, 3, 5 - Family and Community Engagement 4, 5</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort. Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.</p>
<p>Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs</p>
Student Learning
<p>Problem Statement 6: New students are more in danger of not completing our program or losing high school credits and falling off cohort. Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.</p>
School Processes & Programs
<p>Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs</p>

Perceptions

Problem Statement 1: Parents and external stakeholders have limited understanding of all programs offered at TOPS High School. Parents often times do not understand graduation requirements, EOC requirements, and different pathways offered at our school. **Root Cause:** Education jargon used often in communication. Native languages should be utilized. Graduation plans should be reviewed with students regularly.

Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause:** While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause:** New students struggle with organization and movement from brick and mortar learning to virtual learning.

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the district's mission and core belief statements.

Evaluation Data Sources: Monthly Finance meetings; SOX compliance

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop budget alongside K12 Finance, Vice President, and Human Resource officer. Ensure cost-allocations are appropriate, as well as aligned to district's projections with regard to funding.</p> <p>Strategy's Expected Result/Impact: Fiscal year close will result in favorable usage of monies aligned to cost-allocations across departments and campuses.</p> <p>Staff Responsible for Monitoring: Executive Director and Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 4 - Demographics 3 - School Processes & Programs 3 - School Culture and Climate 1 - Perceptions 3 - Family and Community Engagement 4</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs</p>
School Processes & Programs
<p>Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs</p>
Perceptions
<p>Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs</p>

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 2: Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

Evaluation Data Sources: Monthly asynchronous course walkthroughs by admin

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS High School will complete course data dives to ensure curriculum and platform is 100% aligned to standards and properly working from student experience.</p> <p>Strategy's Expected Result/Impact: Students will improve in curriculum completion and overall mastery.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 4 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: Provide high quality professional development that fosters growth and includes tiered support for all teachers and staff especially in the PLC Process Root Cause: Teachers are still learning how to be a professional learning community and use data to drive their instruction</p>

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 1: Hire and retain qualified personnel using district developed processes and procedures.

Evaluation Data Sources: Training completions and attendance

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 2: Increase recruiting of qualified teachers for all positions with an emphasis on critical need areas such as, math, science, bilingual education and foreign languages.

Evaluation Data Sources: All positions filled with highly qualified, competent educators prepared to meet the needs of student learners.

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS High School will increase awareness of open positions through targeted social media and current employees.</p> <p>Strategy's Expected Result/Impact: All positions will be fully staff by highly qualified teachers so that there is minimal disruption to students even during staff turnover or quick enrollment increases.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1, 4 - Demographics 3, 4 - Student Learning 6 - School Processes & Programs 3 - School Culture and Climate 1, 4 - Perceptions 3, 5 - Family and Community Engagement 4</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: New students are more in danger of not completing our program or losing high school credits and falling off cohort. Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.</p>
<p>Problem Statement 4: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community Root Cause: While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs</p>
Student Learning
<p>Problem Statement 6: New students are more in danger of not completing our program or losing high school credits and falling off cohort. Root Cause: New students struggle with organization and movement from brick and mortar learning to virtual learning.</p>

School Processes & Programs

Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause:** While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Perceptions

Problem Statement 3: Students need to feel connected to the school and others students with a strong sense of belonging to the TOPS community **Root Cause:** While some progress has been made, building a TOPS identity and set of core values/beliefs is still work we need to engage in both for students and their LCs

Problem Statement 5: New students are more in danger of not completing our program or losing high school credits and falling off cohort. **Root Cause:** New students struggle with organization and movement from brick and mortar learning to virtual learning.

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 3: Refine a plan to provide high quality professional development that fosters growth and includes tiered support for all teachers and staff.

Evaluation Data Sources: Report Card Pass Rates, Graduation Rate, STAAR Performance

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS will utilize embedded teacher development through the focused use of a professional learning community that encompasses all staff on the high school campus, especially teachers, interventionists, engagement specialists, and instructional coaches.</p> <p>Strategy's Expected Result/Impact: Lower the disparity between educationally disadvantaged and non-disadvantaged students on pass rates, graduation rate, and STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 5 - Student Achievement 5 - School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 4 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 5: There are gaps in the alignment and rigor of asynchronous instruction and graded assignments Root Cause: Students need to receive a stronger Tier 1 Asynchronous instruction with assignments that show true data for reteach and extension.</p>
School Processes & Programs
<p>Problem Statement 4: Provide high quality professional development that fosters growth and includes tiered support for all teachers and staff especially in the PLC Process Root Cause: Teachers are still learning how to be a professional learning community and use data to drive their instruction</p>

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Celisa Henderson	Teacher
Classroom Teacher	Bethany Johnson	Teacher
Classroom Teacher	Monica Henderson	Teacher
Classroom Teacher	Kelly Randolph	Teacher
Classroom Teacher	Sarah Tadesse	Teacher
Classroom Teacher	Kelli Cager	Teacher
Classroom Teacher	Melissa Davis	Teacher
Classroom Teacher	Lindsay Watts	Teacher
Classroom Teacher	Susan Norrell	Teacher
Classroom Teacher	Amber Perry	Teacher
Classroom Teacher	Christopher Fisher	Teacher
Classroom Teacher	Drew Crumbaugh	Teacher
Classroom Teacher	Tolulope Osoba	Teacher
Classroom Teacher	Amanda Towry	Teacher
Classroom Teacher	Rebecca Morris	Teacher
Classroom Teacher	Rachel Hodge	Teacher
Classroom Teacher	Krista Timms	Teacher
Classroom Teacher	Michelle Hoo-Sheffer	Teacher
Classroom Teacher	Ashley Spencer	Teacher
Classroom Teacher	April Hanson	Teacher
Classroom Teacher	Morgan Andoe	Teacher
Parent	Tura Stewart	Parent
Parent	Sharon Gifford	Parent
Student	Ella Jostes	
Paraprofessional	Tamara Alexander	Community Engagement
Non-classroom Professional	Onyinye Ewulu	Literacy Coach
Non-classroom Professional	Emiy Spivey	Math Coach

Committee Role	Name	Position
Non-classroom Professional	Jennifer Gover	Comp Ed Manager
Non-classroom Professional	Sarah Sumrall	Lead Counselor
Non-classroom Professional	Micah Painter	SCP Coordinator
Non-classroom Professional	Marcus Walker	SCP Manager
Community Representative	Luciana Zuniga	Community Member
Community Representative	Evangelene Glover	Community Member
District-level Professional	Patricia Cross	District Professional
Administrator	Travis Johnson	Assistant Principal
Administrator	Marissa Lopez	Assistant Principal
Business Representative	Tiffany Cook	Business Member
Business Representative	David Rico	Business Member
Administrator	Elizabeth Nelson	Head of School
Administrator	Juli Laechelin	High School Principal

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring vendor, instructional materials		\$0.00
1	2	1	Professional development tailored to coaching and intervention		\$0.00
1	2	1	workbooks to support scaffolded instruction		\$0.00
2	1	2	rewards and incentives		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$65,000.00
+/- Difference					\$65,000.00
Grand Total Budgeted					\$65,000.00
Grand Total Spent					\$0.00
+/- Difference					\$65,000.00

Huntsville Independent School District
Texas Online Preparatory School Middle School
2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Texas Online Preparatory School Elementary School

Texas Online Preparatory School Middle School is a program of Huntsville Independent School District, operated by K12, Inc. The school was established in 2013 as a full-time, 100% online public school operating under VSN rules. Students in grades 3-5 residing within Texas are eligible to attend if they meet program enrollment criteria.

- Students demonstrate proficiency on STAAR Math & Reading assessments.
- Students must have attended 90% of the school year, and/or have been promoted to the next grade level.
- Students must have no expulsions or incomplete DAEP/JJAEP assignments.

School Website: <http://tops.k12.com>

The Huntsville ISD Offices are located at 441 FM 2821 E, Huntsville, TX, 77320.

SY2023-24 as of 5/23/24

Student Enrollment

Middle School: 2,121

- 6th Grade: 631
- 7th Grade: 652
- 8th Grade: 838

SY2022-23 enrollment was 1,795 total students

Grades Served:

6th-8th Grade

Total Number of Teachers and Staff

- General Education Teachers: 63
- Special Education Teachers: 6
- Support Staff: 3
- Administrative Staff: 2

Demographic Information

- AFRICAN AMERICAN: 10%
- ASIAN: 2%
- HISPANIC: 49%
- AMERICAN INDIAN: 1%
- WHITE: 9%
- OTHER: 29%

Special Programs

- % of students Economically Disadvantaged: 44.4%
- % of Students Receiving Special Education Services: 16.5%
- % of English Language Learners: 12.7%
- % of Students Receiving Gifted & Talented Services: 7.4%
- % of Students McKinney-Vento: 1.3%

Demographics Strengths

TOPS Middle School teachers have content expertise and care about the success of their students. They are well supported by a strong intervention team, counselors and the executive director. The implementation of the PLC process has started at TOPS Middle and will provide a framework for continuous school improvement. The essential TEKS have been identified and proficiency maps have been created. This work can now lead to a focus on assessments, interventions and extensions. A new leadership team has been formed and it will be important to build on the shared leadership model of the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment criteria is increasingly changing, including students who have not previously passed STAAR over the past two years. Instruction has not shifted to support this demographic. Only 1/3 are growing YOY in Math and ELA in their first year with us.

Root Cause: Our teachers might not know how to adjust instruction to support the lowest learners. Additionally, there may be mindset barriers about students coming to our school that teachers need to identify and work through.

Student Learning

Student Learning Summary

STAAR SY 22-23

Academic Achievement														
Sub Population	Reading/ELA							Math						
	95%	Tested	Mts/Mast	% Mts or Mast	Target	Met	Diff	95%	Tested	Mts/Mast	% Mts or Mast	Target	Met	Diff
All	1661	1705	1078	63%	44%	Yes	-	1660	1709	598	35%	47%	No	-12%
African American	380	385	216	56%	32%	Yes	-	380	384	107	28%	32%	No	-4%
Hispanic	731	756	456	60%	35%	Yes	-	731	759	221	29%	39%	No	-10%
White	1054	1093	689	63%	59%	Yes	-	1054	1094	385	35%	61%	No	-26%
American Indian	48	50	34	68%	44%	Yes	-	48	51	16	31%	47%	No	-16%
Asian	91	95	81	85%	74%	Yes	-	91	95	59	62%	85%	No	-23%
Pacific Islander	10	11	10	91%	46%	Yes	-	10	11	4	36%	52%	No	-16%
Two or More Races	75	71	48	64%	56%	Yes	-	75	74	27	36%	56%	No	-20%
ECO DIS	954	971	541	56%	31%	Yes	-	954	974	271	28%	35%	No	-7%
SPED (Current)	235	244	80	33%	19%	Yes	-	235	244	58	24%	21%	Yes	-
SPED (Former)	0	0	0	n/a	38%	-	-	0	0	0	n/a	44%	-	-
EB (Current+Monitored)	260	269	176	65%	28%	Yes	-	260	267	94	35%	36%	No	-1%
High Focus	1046	1067	578	54%	33%	Yes	-	1046	1070	297	28%	36%	No	-8%

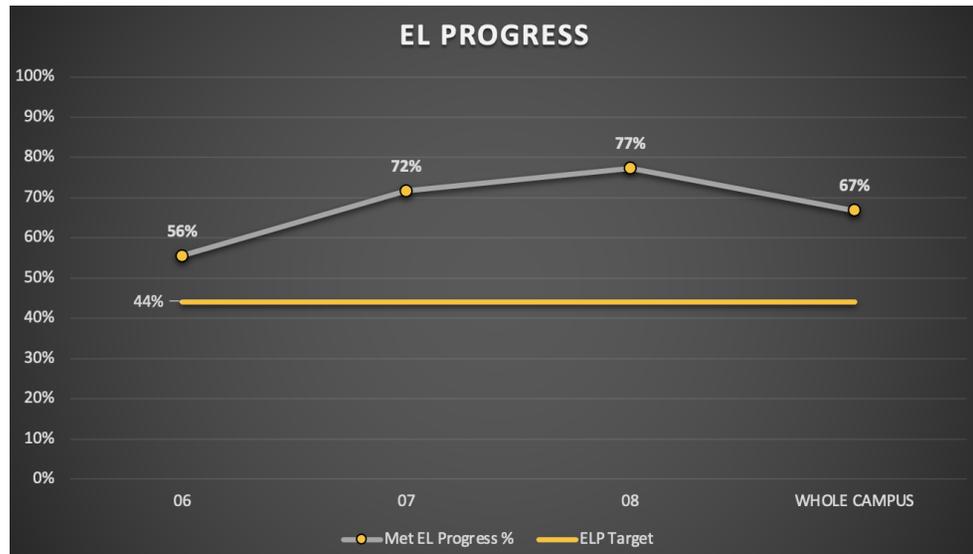
School Quality/Student Success																							
Sub Population	RLA				Mth				Sci				Hst				All				%	Target	M
	Tested	Appr+	Mts+	Mast																			
All	1705	1475	1078	430	1709	1217	598	172	610	403	182	28	610	375	142	60	4634	75%	43%	15%	44%	47%	No
African American	385	320	216	80	384	251	107	23	145	82	28	4	145	68	20	7	1059	68%	35%	11%	38%	37%	Yes

School Quality/Student Success																							
Hispanic	756	643	456	165	759	511	221	64	240	144	58	9	240	140	45	21	1995	72%	39%	13%	41%	41%	Yo
White	1093	950	689	270	1094	779	385	106	390	259	114	15	390	249	96	38	2967	75%	43%	14%	44%	58%	No
American Indian	50	43	34	13	51	34	16	5	15	10	8	1	15	8	4	3	131	73%	47%	17%	46%	45%	Yo
Asian	95	89	81	46	95	85	59	34	29	26	21	6	29	26	15	9	248	91%	71%	38%	67%	74%	No
Pacific Islander	11	11	10	4	11	9	4	0	5	5	3	1	5	5	0	0	32	94%	53%	16%	54%	49%	Yo
Two or More Races	71	62	48	17	74	59	27	4	26	21	8	1	26	19	7	3	197	82%	46%	13%	47%	55%	No
ECO DIS	971	805	541	192	974	630	271	62	327	192	75	13	327	174	58	25	2599	69%	36%	11%	39%	38%	Yo
SPED (Current)	244	137	80	22	244	113	58	21	75	35	18	3	75	31	14	7	638	50%	27%	8%	28%	23%	Yo
SPED (Former)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	0%	42%	-
EB (Current+Monitored)	269	228	176	68	267	186	94	30	97	68	28	4	97	65	22	6	730	75%	44%	15%	45%	37%	Yo
High Focus	1067	863	578	201	1070	679	297	71	354	205	83	14	354	185	64	29	2845	68%	36%	11%	38%	38%	Yo

Academic Growth Status												
Sub Population	Reading						Math					
	Tested	Points	% Growth	Target	Met	Diff	Tested	Points	% Growth	Target	Met	Diff
All	1636	1055.0	64%	63%	Yes	1%	1617	1073.5	66%	67%	No	-1%
African American	369	238.5	65%	58%	Yes	7%	364	236.0	65%	62%	Yes	3%
Hispanic	720	469.5	65%	59%	Yes	6%	714	464.5	65%	64%	Yes	1%
White	1047	668.5	64%	69%	No	-5%	1034	656.0	63%	72%	No	-9%
American Indian	49	34.5	70%	63%	Yes	7%	49	34.5	70%	67%	Yes	3%
Asian	90	63.0	70%	79%	No	-9%	88	62.0	70%	86%	No	-16%
Pacific Islander	11	9.0	82%	63%	Yes	19%	11	9.0	82%	69%	Yes	13%
Two or More Races	69	41.5	60%	68%	No	-8%	70	39.5	56%	71%	No	-15%
ECO DIS	927	579.0	62%	58%	Yes	4%	916	570.0	62%	62%	Yes	0%
SPED (Current)	217	108.0	50%	43%	Yes	7%	217	108.0	50%	50%	Yes	0%
SPED (Former)	0	0.0	n/a	61%	-	-	0	0.0	n/a	66%	-	-
EB (Current+Monitored)	258	173.0	67%	57%	Yes	10%	254	171.0	67%	62%	Yes	5%
High Focus	1013	621.0	61%	58%	Yes	3%	1002	612.0	61%	62%	No	-1%

TELPAS SY 22-23

6 th grade	Basic	Intermediate	Advanced	Advanced High
Listening	1%	17%	34%	48%
Speaking	13%	35%	45%	7%
Reading	7%	13%	31%	50%
Writing	11%	42%	40%	7%
7 th grade	Basic	Intermediate	Advanced	Advanced High
Listening	0%	4%	24%	73%
Speaking	10%	33%	51%	6%
Reading	0%	8%	24%	69%
Writing	4%	10%	75%	12%
8 th grade	Basic	Intermediate	Advanced	Advanced High
Listening	0%	2%	14%	84%
Speaking	18%	24%	49%	10%
Reading	0%	8%	24%	69%
Writing	4%	37%	37%	22%



Student Learning Strengths

For 2023 STAAR, TOPS Middle School met all reading and math targets for all sub populations.

TOPS MS has some students groups where we did not meet the target: white, Asian, two or more races. The same student groups did not meet the target for math.

Our students who were enrolled in Algebra I and/or English I as 8th graders:

- Algebra I:
 - 96% approaches
 - 70% Meets
 - 40% Masters
- English I
 - 99% Approaches
 - 98% Meets
 - 43% Masters

Interim 1 (Fall 2023) and Interim 2 (Spring 2024):

Interim 1											
	GOAL	6R	7R	8R	Eng 1	6M	7M	8M	Alg 1	8S	8SS
Achievement (A+Me+Ma)	180 (A)	114	111	151	226	126	143	112	228	115	141
Growth (performance band movement)	85% (A)	47%				61%				X	X
Interim 2											
	GOAL	6R	7R	8R	Eng 1	6M	7M	8M	Alg 1	8S	8SS
Achievement (A+Me+Ma)	180 (A)	155 (+41)	158 (+47)	178 (+27)	233 (+7)	152 (+9)	152 (+9)	149 (+37)	274 (+46)	138 (+23)	184 (+43)
Growth (performance band movement)	85% (A)	68.8% (+21.9)				84.3% (+23.3)				X	X

School Processes & Programs

School Processes & Programs Summary

TOPS MS offered the following high school courses for our 8th graders:

- Spanish 1
- Spanish 2
- Touch System Data Entry
- Health
- Honors English 1
- Honors Algebra 1

For SY24-25, we are for the first time allowing students to choose from one of the following high school College and Career Prep Pathway courses:

- Foundations of Agriculture
- Principles of Applied Engineering
- Principles of Arts, AV Technology, & Communication
- Principles of Business, Marketing, and Finance
- Principles of Education & Training
- Principles of Health Science
- Principles of Human Services
- Principles of Information Technology
- Principles of Law, Public Safety, Corrections, & Security

Curriculum:

- Implementing Professional Learning Communities in all grade level/subject areas
- Creation of Curriculum Maps to structure school year
- Formative Assessments to check student learning
- Interim assessments each semester
- Targeted sessions based on formative and common assessment data
- Students attend live class sessions in Newrow
- Course content and assessments are in Stride Online Middle School (D2L) platform
- Supplemental curriculum, such as Classkick, is used for additional support
- Class assessments and portfolios are placed in an additional Learning Management System (LMS)

Organizational:

- Head of School
- Academic Administrator
- Assistant Academic Administrator
- Lead teachers
- Content teachers

- Counselors
- Special Programs coordinators
- Special Programs Teachers
- Community Engagement Specialist

Personnel

- Hiring Fairs to address quick enrollment growth
- Recruiting Q&A sessions held for interested applicants
- Teacher Trainers to support new teacher and implementation of strategies to support at-risk students

Parent/Learning Coach Experience

- Learning Coach orientation provided
- LC is CC'ed on all emails to internal student emails
- Communication is primarily through email
- Homeroom teacher provides wrap around support in addition to teacher communication

School Processes & Programs Strengths

TOPS Middle School teachers have content expertise and care about the success of their students. They are well supported by a strong intervention team, counselors and the executive director. The implementation of the PLC process has started at TOPS Middle and will provide a framework for continuous school improvement. The essential TEKS have been identified and proficiency maps have been created. This work can now lead to a focus on assessments, interventions and extensions. A leadership team has been formed and with a new administrative team, it will be important to build on the shared leadership model of the school.

Perceptions

Perceptions Summary

Students, learning coaches and families have more opportunities than ever to interact with school staff and learn about happenings at TOPS Middle School.

- Family Newsletter sent bi-weekly
- Who to Contact Guide shared with families in Family Newsletter
- Learning Coach orientation for new cohorts
- Creating information video library where videos are shared at designated times of the year with information about important topics
- Student/Parent Climate Surveys
- Monthly face-to-face outings and virtual outings for families who don't want to travel or prefer the virtual experience
- Student/family trips to Washington, D.C. and Boston with TOPS Staff
- Improved TOPS MS website
- TOPS Middle School social media accounts
- Learning Coaches and students can opt-in to texting with staff as an option to a phone call or email

Student Engagement:

- Character Development Plan - Counselors work with students using 7 Mindsets curriculum and TOPS campuses use the "Narwhal" Way to teach, reinforce and reward character traits.
- Strong Start process for all new students including orientation, meet the teacher, and work in an Orientation course in the OMS.
- Teachers required to make phone calls to all students during the school year
- Multi-tiered support system works to identify struggling students early and find ways to support them in order for them to be successful at TOPS

Perceptions Strengths

TOPS MS is working on plans to continue relevant and clear communication about the campus and helpful information about how to increase student engagement which leads to increased student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus expectations for student success differ from LC and student definitions of student success.

Root Cause: Mastery of essential standards and STAAR performance are campus success criteria. Attendance and work completion (not including participation quality) are often LC and student success criteria.

Priority Problem Statements

Problem Statement 1: Campus expectations for student success differ from LC and student definitions of student success.

Root Cause 1: Mastery of essential standards and STAAR performance are campus success criteria. Attendance and work completion (not including participation quality) are often LC and student success criteria.

Problem Statement 1 Areas: Student Achievement - School Culture and Climate - Family and Community Engagement - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- 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
- Student failure and/or retention rates
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 1: Increase the percent of students at each of the Approaches, Meets, and Masters Level on STAAR by 5%

Evaluation Data Sources: Data from state assessments and common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will work as one PLC with Teachers, Interventionists, and Special Programs representatives participating in content teams to increase the number of students in the Meets and Masters performance levels on current year STAAR.</p> <p>Strategy's Expected Result/Impact: Increasing Meets/Masters across all STAAR tests by 5%</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in data driven instruction conversations monthly with campus administration with a focus on student data and instructional practices as evidenced through walkthroughs, student and teacher data.</p> <p>Strategy's Expected Result/Impact: Promotion/Passing rates will increase and match STAAR achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and interventionists will provide 15-30 hours of tutoring to students that failed the STAAR in the 24-25 SY per HB1416 requirements.</p> <p>Strategy's Expected Result/Impact: Growth from DNM to Approaches or higher on STAAR</p> <p>Staff Responsible for Monitoring: Principal and HB1416 Coordinator</p> <p>Funding Sources: Interventionists, Tutoring Vendor, STAAR aligned instructional materials - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 2: Increase the percent of students in all special programs scoring at each of the Approaches, Meets and Masters Level on STAAR by 5%

Evaluation Data Sources: Data from state assessments and common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Coaches, Interventionists and Special Programs instructors attend content team meetings and follow PMAPs to ensure at-risk students, including special programs, are receiving appropriate scaffolding of material to fill gaps in content knowledge.</p> <p>Strategy's Expected Result/Impact: Increasing percent of Approaches, Meets, and Masters levels across all subjects</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Coaches, Interventionists - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 3: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5%

HB3 Goal

Evaluation Data Sources: Data from state assessments and common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement content team planning with support of content leads and instructional coaches to ensure team is implementing standards based curriculum, effective teaching strategies for all learners, and creating common formative assessments at appropriate rigor.</p> <p>Strategy's Expected Result/Impact: Increasing percent of Approaches, Meets, and Masters levels across all subjects</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Coaches, interventionists, supplemental materials - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Math and ELA Interventionists target at-risk students through the campus Response to Intervention (RTI) plan.</p> <p>Strategy's Expected Result/Impact: Increasing percent of Approaches, Meets, and Masters levels across Math and ELA</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Interventionists, resources for Tier 2 and Tier 3 instruction - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Math Interventionist will screen all students that scored DNM on their Math STAAR assessment for mathematical fluency and accuracy. Students that are not at grade level will have additional small group sessions targeted to improving basic math skills.</p> <p>Strategy's Expected Result/Impact: Increasing percent of Approaches, Meets, and Masters levels in Math</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 4: Increase the percent of students on track for reading (PK-K) or reading on grade level (1-8) by 5%

HB3 Goal

Evaluation Data Sources: Data from state assessments and common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: ELA teachers utilize common assessment data to target under-performing students. They will utilize TOPS instructional framework to determine supports for students via targeted small groups or RTI/Intervention efforts.</p> <p>Strategy's Expected Result/Impact: Increasing percent of Approaches, Meets, and Masters levels in ELA</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Interventionist, supplemental materials - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ELA Interventionist will screen all students that scored DNM on their Reading STAAR assessment for reading fluency and accuracy. Students that are not at grade level will have additional small group sessions targeted to improving reading skills.</p> <p>Strategy's Expected Result/Impact: Increasing percent of Approaches, Meets, and Masters levels in ELA</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 5: Increase the percent of students meeting College, Career and Military Readiness criteria by 5%

HB3 Goal

Evaluation Data Sources: Schedule of opportunities offered

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in grades 6-8 will be presented with opportunities to explore careers and the career learning program monthly.</p> <p>Strategy's Expected Result/Impact: Students will be prepared to enroll in career learning courses and complete associated certification assessments once they enter high school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1: Implement procedures and systems that promote and support positive behaviors and social and emotional well-being.

Evaluation Data Sources: Student attendance, student engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS will develop monthly focus areas to support student behavior in the online school. These will include general engagement habits, including attendance to live class connects, utilizing web camera to interact with teachers, and to follow prescribed due dates in the platforms. These focus areas will be facilitated via weekly meetings with the homeroom teacher and in newsletter communication from administration.</p> <p>Strategy's Expected Result/Impact: The expectations for participation, attendance, and behavior whilst enrolled in the online school will become commonplace and will result in more engagement via web camera, live attendance, and passing rates.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create targeted support for increased parent involvement of at-risk students by leveraging at-risk engagement specialist communication with parent.</p> <p>Strategy's Expected Result/Impact: Increased engagement of at-risk students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: At-risk engagement specialist, resources to support at-risk students - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Create a support plan for at-risk students by adding staff, resources, and programs to facilitate positive student behaviors and mental health.</p> <p>Strategy's Expected Result/Impact: Increased engagement of at-risk students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: at-risk Social worker, engagement specialist, resources and programs to support at risk students - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 2: Monitor and assess the effectiveness of the district health, safety and emergency plans.

Evaluation Data Sources: Internal Student Escalations Tracker; Discipline or behavior reports from state testing sites.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop, monitor, and continuously improve the crisis prevention plan within the online school. This should include more timely responses to students in crisis, as well as proactive implementation of systems to support students who respond to staff with mental health concerns.</p> <p>Strategy's Expected Result/Impact: Students in crisis will be referred to proper authorities; students identified and exhibiting mental health concerns will be provided tools and supports within 30 days of school start.</p> <p>Staff Responsible for Monitoring: Executive Director of Campus</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 3: Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Sources: Student attendance to sessions led by counseling staff for character education

Strategy 1 Details	Reviews			
<p>Strategy 1: Review character education program for improvements and enhancements. Ensure that each month has a consistent focus and offers students multiple opportunities to attend, interact, and engage with curriculum and topic. All teachers presented with training in month's focus and provided with tools to engage students in ongoing weekly conversations in homeroom class connect sessions. Reinforce focus by utilizing marketing tools, social media, and common language across campus.</p> <p>Strategy's Expected Result/Impact: Learning community will have a more balanced understanding of the positive culture espoused by the mission, vision, and values.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 1: Provide opportunities for parent and community involvement which promote academic achievement and school climate

Evaluation Data Sources: Pulse Check Surveys sent to students and families, attendance to virtual and in-person outings

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS will continue to foster parent and community involvement by Town Hall meetings to update and collaborate on school process and spirit. TOPS has fully launched a Learning Coach Community within the K12 App for TOPS-only families to connect with each other and the school. TOPS is also offering Learning Coach videos which will be rolled about throughout the school year offering information on topics of importance at that particular time of the school year.</p> <p>Strategy's Expected Result/Impact: Attendance to Learning Coach orientation sessions, Attendance to Town Hall and other parent meetings, Increased family satisfaction on pulse check surveys</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 2: Provide a variety of communication methods to share information with parents, students and community stakeholders.

Evaluation Data Sources: Family/student pulse check, TOPS social media platforms, family newsletters

Strategy 1 Details	Reviews			
<p>Strategy 1: Build stronger relationships with students and families by utilizing the homeroom teacher to ensure that the Learning Coach and teacher are partnering.</p> <p>Strategy's Expected Result/Impact: Build strong relationships via strong communication between homeroom teacher and home will help ensure student success</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 3: Provide district and campus opportunities which encourage and support parent and family engagement in the education of their children.

Evaluation Data Sources: Attendance to Learning Coach University sessions

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS will deliver monthly Learning Coach University sessions to further encourage collaboration and involvement of parents in the daily routines and activities of their students in the online school.</p> <p>Strategy's Expected Result/Impact: Parents will take a more direct role in counseling students on study habits, as well as become more familiar with the online school's processes and practices.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 4: Increase community and district awareness of the Career and Technical Education programs through community event participation

Evaluation Data Sources: Attendance and virtual and in-person outings, TOPS social media platforms, family newsletters

Strategy 1 Details	Reviews			
Strategy 1: Provide information for families about our CTE programs at monthly virtual and in person outings. Strategy's Expected Result/Impact: Increased enrollment in CCP classes the following year Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the districts mission and core belief statements.

Evaluation Data Sources: Monthly Finance meetings; SOX compliance

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop budget alongside K12 Finance, Vice President, and Human Resource officer. Ensure cost-allocations are appropriate, as well as aligned to district's projections with regard to funding.</p> <p>Strategy's Expected Result/Impact: Fiscal year close will result in favorable usage of monies aligned to cost-allocations across departments and campuses.</p> <p>Staff Responsible for Monitoring: Executive Director</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 2: Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

Evaluation Data Sources: Monthly asynchronous course reviews by admin

Strategy 1 Details	Reviews			
<p>Strategy 1: TOPS will ensure that learning platforms are operational and that regular maintenance, upkeep, and technical support are offered throughout the school year.</p> <p>Strategy's Expected Result/Impact: TOPS platforms will continue to improve in functionality, and K12 will continuously provide enhancements to both curriculum and platform.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 1: Hire and retain qualified personnel using district developed processes, procedures, and resources

Evaluation Data Sources: Training completions and attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and professional development to support new and returning staff to meet campus strategic plan.</p> <p>Strategy's Expected Result/Impact: Teachers will be proficient in virtual instructional strategies so TOPS can meet strategic plan of STAAR performance growth</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 2: Increase recruiting of qualified teachers for all positions with an emphasis on critical need areas such as, math, science, bilingual education and special education

Evaluation Data Sources: All positions filled with highly qualified, competent educators prepared to meet the needs of student learners.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase recruiting efforts via social media platforms and overall marketing campaign. Strategy's Expected Result/Impact: All students will be supported by a certified teacher in critical need areas. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 3: Refine a plan to provide high quality professional development that fosters growth and includes tiered support for all teachers and staff.

Evaluation Data Sources: training completions and attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Create Professional Development for teachers ensuring they are adequately trained to work with at-risk students and provide ongoing training as needed. Instructional coaches will provide support with critical content knowledge, instructional strategies, and professional development.</p> <p>Strategy's Expected Result/Impact: Student growth will increase from SY24-25 as a result of the professional development and content support.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coaches, professional development materials - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Student	Brighton Bender	
Parent	Fatima Piperdi	
Parent	Heather Sagers	
Administrator	Erin Cogburn	
Administrator	Elizabeth Nelson	Head of School
Classroom Teacher	Heather Williams	
Classroom Teacher	Amber Cooper	
Classroom Teacher	Angie Crow	
Classroom Teacher	Jennifer Pinkerton	
Classroom Teacher	Tiffany Nayar	
Classroom Teacher	Keith Little	
Classroom Teacher	Susan Hasz	
Classroom Teacher	Amy Falco	
Classroom Teacher	Arianne Garner	
Classroom Teacher	Lauren Sotelo	
Classroom Teacher	Naomi Armstrong	
Classroom Teacher	Jessica Higgins	
Classroom Teacher	Genny Horton	
Classroom Teacher	Gina Shulse	
Classroom Teacher	Laurie Tweedle	
Community Representative	Tricia Hamilton	
Community Representative	Jennifer Pennington	
Business Representative	Gena Powell	
Business Representative	Kara Stevener	
District-level Professional	Patricia Cross	
Administrator	Crystal Frost	

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Interventionists, Tutoring Vendor, STAAR aligned instructional materials		\$0.00
1	2	1	Coaches, Interventionists		\$0.00
1	3	1	Coaches, interventionists, supplemental materials		\$0.00
1	3	2	Interventionists, resources for Tier 2 and Tier 3 instruction		\$0.00
1	4	1	Interventionist, supplemental materials		\$0.00
2	1	2	At-risk engagement specialist, resources to support at-risk students		\$0.00
2	1	3	at-risk Social worker, engagement specialist, resources and programs to support at risk students		\$0.00
5	3	1	Instructional Coaches, professional development materials		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$300,000.00
+/- Difference					\$300,000.00
Grand Total Budgeted					\$300,000.00
Grand Total Spent					\$0.00
+/- Difference					\$300,000.00



Maintenance and Operations



Overview

- ❖ **Campus Security Upgrades**
- ❖ **State & City Inspections**
- ❖ **HVAC Repair & Replacement**
- ❖ **Portable Building Installation**
- ❖ **Paint Schedule**



A hand is shown pointing with a pen at a set of architectural blueprints. The blueprints contain various technical drawings, including room layouts, dimensions, and labels such as 'WOMEN WASHROOM', 'MEN WASHROOM', 'PHOTOCOPYER', and 'NON-SMOKING'. Dimensions like '8'-3 23/64"' and '10 5/64"' are visible. The text 'Safety and Security' is overlaid in a large, bold, black font across the center of the image. At the bottom center, there are three small circles: a yellow one on the left, a black one in the middle, and a yellow one on the right.

Safety and Security



Safety and Security

- ❑ Fire Systems: Sprinkler, Fire Extinguisher, Fire Alarm Panel, Ansul.
- ❑ Chiller/Boiler: Annual cleaning, repairs and state requirements.
- ❑ Cooling Tower: Bi-Annual cleaning.
- ❑ Chill Water Systems: Monthly chemical treatments.
- ❑ Gas Test: Annual gas test for Railroad Commission of Texas.
- ❑ Safety: New Fencing and Security Window Film
- ❑ City Water: Backflow Testing for City of Huntsville.
- ❑ Elevator: Inspection, Licensing and Elevator Modifications.
- ❑ Medical Waste: Disposal handled by licensed contractor.
- ❑ IPM: Maintained per EPA standards



Safety and Security (Continued)

- ❑ Door access at every campus.
- ❑ CrisisGo- Emergency Alert System. On all district PC's and most all district staff phones.
- ❑ DSC- New cellular based monitored security system.

A black and white photograph of an architectural blueprint. A hand is visible in the upper left, holding a pen and pointing to a specific detail on the drawing. The drawing shows various rooms and dimensions, including 'WOMEN WASHROOM', 'MEN WASHROOM', 'HOUSE KEEPING', 'PHOTOCOPYER', and 'VYEN WASHROOM'. Dimensions like '8'-3 23/64"', '10 5/64"', and '6'-1 7/16"' are visible. The drawing includes symbols for doors, windows, and furniture. The overall scene is a professional architectural review.

Huntsville High School



HHS Completed Projects

- Security film for outside windows.
- Repaired kitchen exhaust and ansul system.
- Removed several trees around the campus.
- Installed new cellular based security system.
- Repaired bridge on Hornet Way from Transportation.
- Painted 1800 & 1900 hallways, red & blue serving lines in kitchen, offices 1302, 1910, 1015 & the restrooms.
- Installed new gas line to the kitchen Ansul system.
- Replaced water heater in the band hall.
- Replaced boiler in the band hall.
- Replaced boiler exhaust vents in Plant 1.
- Installed new chair lift in the Paul Bohan gym.
- Cleaned windows and pressure washed the building.
- Replaced carpet with VCT in several rooms.
- Replaced water heater in the kitchen.





Mance Park Middle School



MPMS Completed Projects

- ❑ Security film for outside windows.
- ❑ Installed new heat pump a/c units throughout the building.
- ❑ Removed trees in several locations on campus.
- ❑ Repaired several roof leaks on the second floor.
- ❑ Installed new canopy & lighting for the car student pick up area in the back of the building.
- ❑ Cleaned the windows on the building.
- ❑ Installed 140 feet of concrete curb behind the old kitchen parking lot.
- ❑ Installed bottle filler cooler in the kitchen.
- ❑ Installed new hose bibb on the football field.
- ❑ Installed a new cellular based security system.
- ❑ Installed new walk-in refrigeration controls.



A black and white photograph of a hand holding a pen, pointing at a set of architectural blueprints. The blueprints show various rooms and dimensions, including 'MEN WASHROOM', 'WOMEN WASHROOM', 'HOUSE KEEPING', 'PHOTOCOPYER', and 'VYEN WASHROOM'. Dimensions like '8'-5 23/64"' and '[2524]' are visible. The name 'Scott Johnson' is overlaid in large, bold, black text in the lower center of the image. At the bottom center, there are three small circles: a yellow one on the left, a black one in the middle, and a yellow one on the right.

Scott Johnson



Scott Johnson Completed Projects

- ❑ Painted several classrooms.
- ❑ Installed several new heat pump a/c systems throughout the bldg.
- ❑ Repaired water leak in the wall at the Louis Davis Gym.
- ❑ Installed portable buildings with canopy and deck.
- ❑ Removed trees near building & trimmed several trees.
- ❑ Repaired water supply lines and sewer connections.
- ❑ Installed border timbers around existing playground.
- ❑ Installed a new cellular based security system.
- ❑ Pressure washed the building & cleaned windows.



A black and white photograph of an architectural blueprint for a school. A hand is visible in the upper left, holding a pen and pointing to a specific detail on the drawing. The blueprint shows various rooms and their dimensions. Labels include 'MEN WASHROOM', 'WOMEN WASHROOM', 'HOUSE KEEPING', 'PHOTOCOPYER', and 'WOMEN WASHROOM'. Dimensions such as '8'-5 23/64"', '5'-3 23/64"', and '10 5/64"' are clearly visible. The drawing includes symbols for doors, windows, and furniture. The overall scene is framed by a dark border with rounded corners.

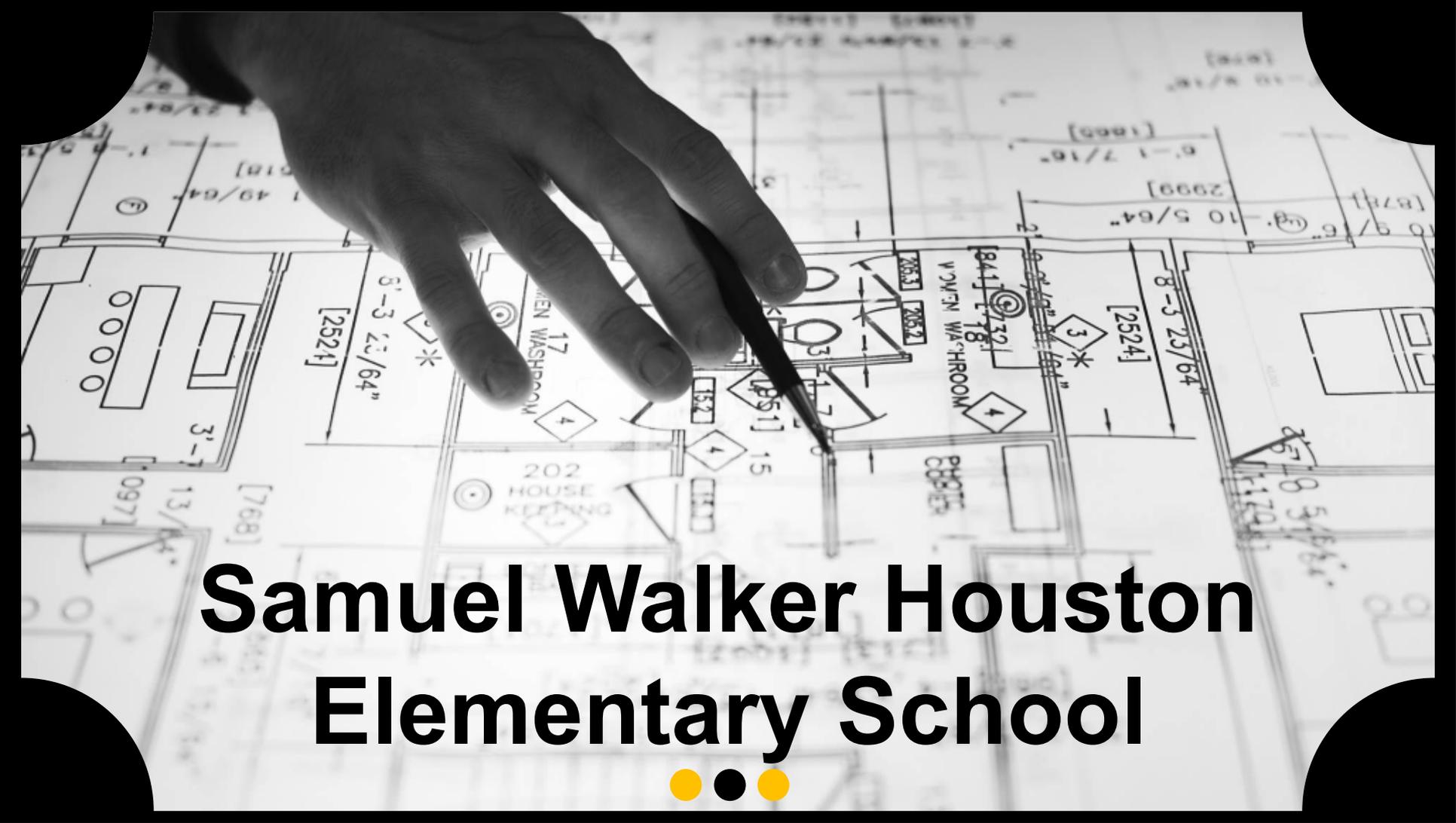
Huntsville Elementary School



HES Completed Projects

- ❑ Painted 2nd grade classrooms.
- ❑ Installed several a/c heat pump systems.
- ❑ Power washed the front of the building.
- ❑ Installed new cellular based security system.
- ❑ Installed new walk-in refrigeration controls.
- ❑ Cleaned the windows on the building.
- ❑ Constructed wider bus ramp with concrete curbs.



The image shows a close-up of a hand holding a black pen, pointing to a specific detail on a set of architectural blueprints. The blueprints are detailed with lines, dimensions, and labels for various rooms. Labels include 'WOMEN WASHROOM 17', 'MEN WASHROOM', 'HOUSE KEEPING 202', 'PHOTOCOPYER', and 'WOMEN WASHROOM'. Dimensions such as '8'-5 23/64"', '5'-3 23/64"', and '10 5/64"' are visible. The blueprints also feature various symbols like circles, diamonds, and asterisks. The overall scene is in black and white, with a hand and pen in grayscale. The text 'Samuel Walker Houston Elementary School' is overlaid in a large, bold, black font at the bottom of the image. Below the text are three small circles: a yellow one on the left, a black one in the middle, and a yellow one on the right.

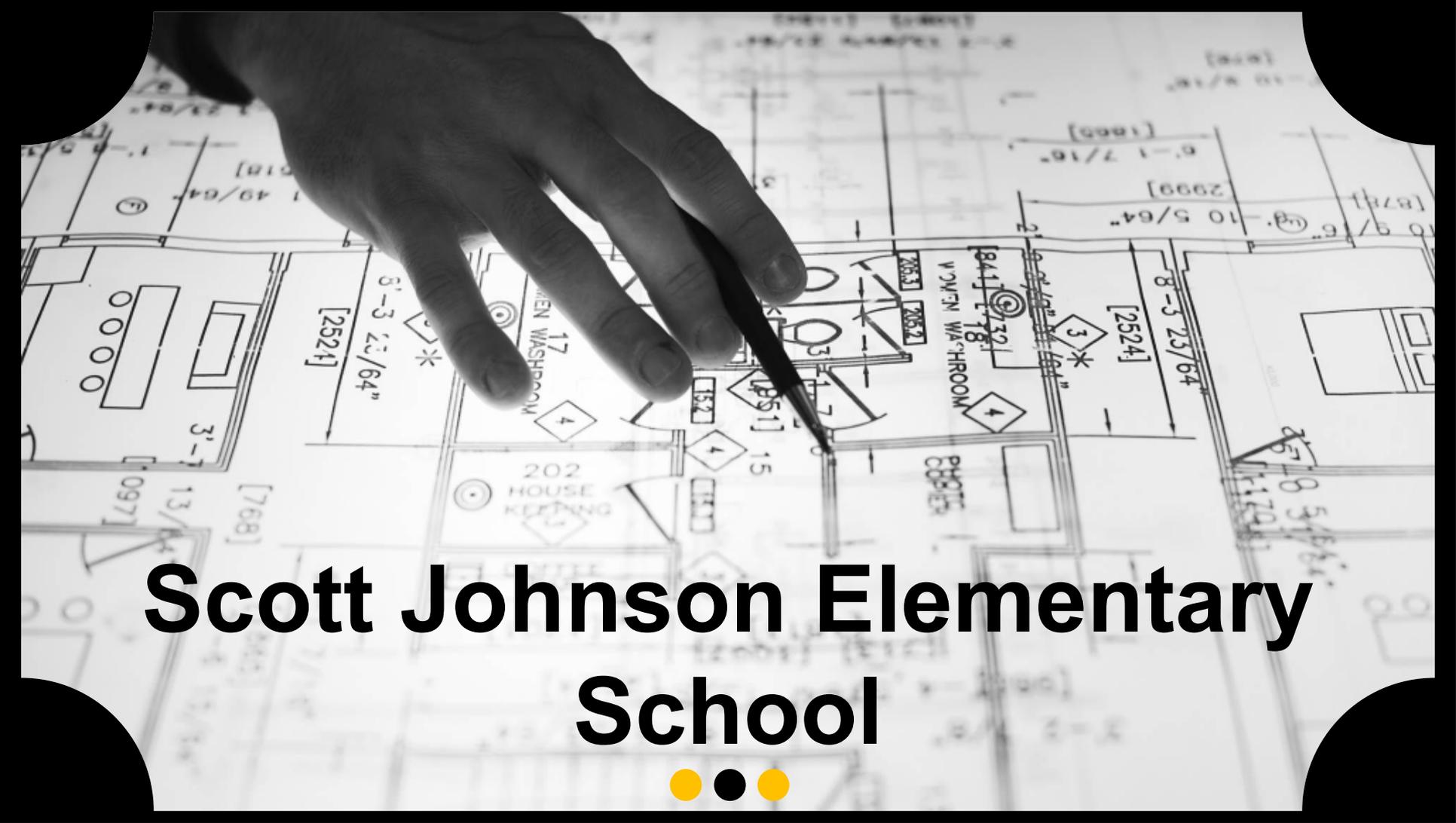
Samuel Walker Houston Elementary School



Samuel Walker Houston Completed Projects

- ❑ Power washed the front of the bldg.
- ❑ Painted hallways, and 2nd grade classrooms.
- ❑ Removed tree limbs and trees.
- ❑ Installed new cellular based security system.
- ❑ Installed new fire system in the walk-in freezer.
- ❑ Installed a concrete wall & French drain system in the back area of the school.
- ❑ Cleaned the windows on the building.
- ❑ Installed portable building canopy & deck.



An architectural floor plan of a school building, showing various rooms and corridors. A hand is pointing to a specific area on the plan. The drawing includes labels for 'WOMEN WASHROOM', 'MEN WASHROOM', 'HOUSE KEEPING', 'PHOTOCOPYER', and 'WOMEN WASHROOM'. Dimensions and room numbers are also visible.

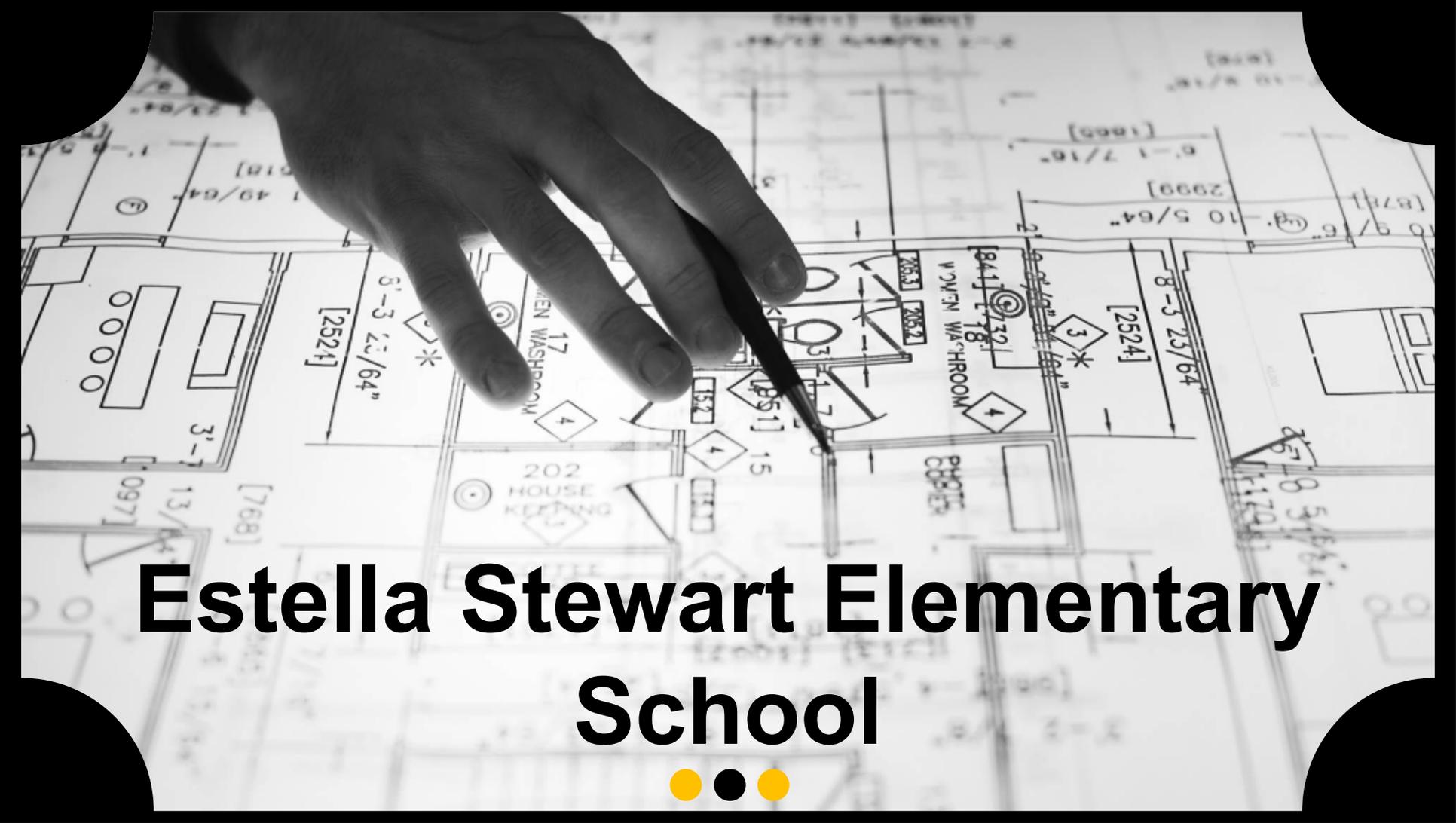
Scott Johnson Elementary School



SLC Completed Projects

- ❑ Installed new metal frames and doors.
- ❑ Installed new receptacle for projector.
- ❑ Moved several switches in the building for projector layout.
- ❑ Painted outer wall in old stage area.
- ❑ Installed new chill water pipe insulation.
- ❑ Replaced ceiling tiles in the building.
- ❑ Moved furniture in several offices.



A black and white photograph of architectural blueprints. A hand is visible in the upper left, holding a pen and pointing to a specific area on the drawing. The drawing shows various rooms and dimensions, including 'WOMEN WASHROOM', 'MEN WASHROOM', 'HOUSE KEEPING', 'PHOTOCOPYER', and 'WOMEN WASHROOM'. Dimensions like '8'-5 23/64"', '5'-3 23/64"', and '10 5/64"' are visible. The text 'Estella Stewart Elementary School' is overlaid in large, bold, black font at the bottom. Below the text are three colored dots: a yellow dot, a black dot, and another yellow dot.

Estella Stewart Elementary School



E. Stewart Completed Projects

- ❑ Moved and reassembled playground.
- ❑ Power washed the front of the bldg.
- ❑ Repaired MAU system for the kitchen.
- ❑ Painted 2nd grade classrooms, front entrance foyer & outdoor gym restrooms.
- ❑ Installed new storm drainage system.
- ❑ Installed portable buildings, canopy & deck.
- ❑ Installed new fire system in the walk-in freezer.
- ❑ Installed new cellular based security system.
- ❑ Repainted the parking lot striping.



Miscellaneous

- ❑ Energy Management: The maintenance department is continually upgrading old lighting and HVAC equipment to a more energy efficient alternative. Huntsville ISD had several incentive projects in the 2024-2025 budget year. The total incentive funds received from Entergy was \$13,866.15.
- ❑ Maintenance personnel completed 6,066 work orders in 2024-2025.
- ❑ Main project expenditure for the summer of 2025: \$531,750.



Diamond
Communications



HUNTSVILLE HIGH SCHOOL

Wireless Connectivity in Huntsville ISD

ConnectED Texas Program Overview

TASB is working with Diamond Communications to bring best-in-class wireless services and connectivity solutions to its Independent School Districts (“ISDs”)

- Diamond has **full-service wireless infrastructure capabilities** and will work in close collaboration with each ISD to meet critical objectives:
 - Health and safety considerations
 - Educational opportunities
- Diamond to **market ISD properties** to wireless carriers
- Provide ISDs with connectivity solution opportunities
 - Reduce safety concerns by improving connectivity for school resource officers, emergency services and educators
 - Keep students and parents connected more reliably
- Provide ISDs with a **no-cost option** to improve wireless connectivity in and around school properties
- Potential to create a **long-term revenue stream** for ISDs

About Diamond

Diamond is a U.S. leader in the development and management of wireless communications infrastructure

- Founded in 2006 by tower industry executives
- National presence with offices in 22 states
- Significant presence and experience in Texas
- Key executives have 15 - 25 years of wireless industry experience
- Over 4,000 tenanted sites (owned and managed)
- Market and/or manage approximately 500,000 sites
- Proven track record of successful management programs
- Highly-experienced team with operational, engineering, legal and financial expertise
- Experience deploying emergency communications networks on our sites
- Unique capabilities for indoor and outdoor connectivity solutions



Diamond is management-controlled with additional financing provided by both individual and institutional sources, including Sculptor Capital Management, Manulife Investment Management and the Ontario Teachers' Pension Plan Board

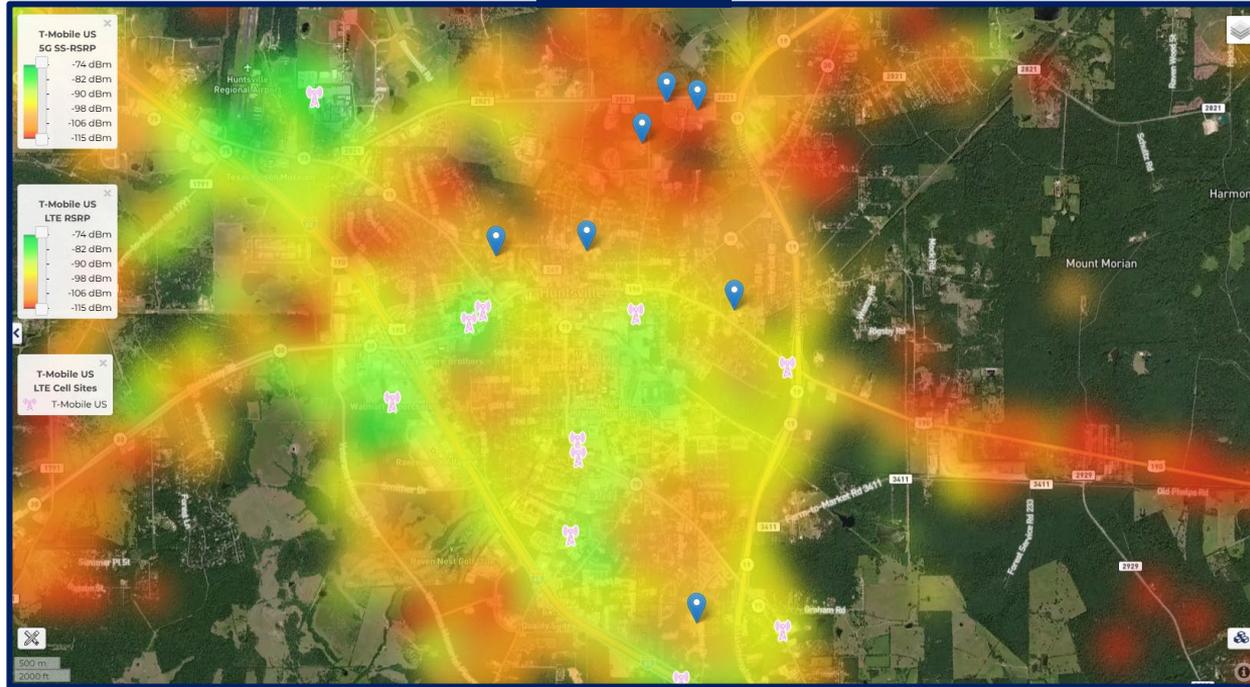
ISD Coverage Outlook (900m RSRP Average)

	T-Mobile	Verizon	AT&T
Huntsville ISD	-110 dBm	-97 dBm	-97 dBm
Huntsville Elementary School	-112 dBm	-95 dBm	-98 dBm
Estella Stewart Elementary School	-93 dBm	-94 dBm	-94 dBm
Samuel Walker Houston Elementary School	-94 dBm	-91 dBm	-104 dBm
Scott E. Johnson Elementary School	-96 dBm	-97 dBm	-101 dBm
Mance Park Middle School	-100 dBm	-94 dBm	-100 dBm
Huntsville High School	-110 dBm	-99 dBm	-100 dBm

*Less than -105 dBm is considered unreliable coverage
E.g., -108 dBm is considered unreliable; -85 dBm is considered reliable*

Overall Coverage - T-Mobile

T-Mobile

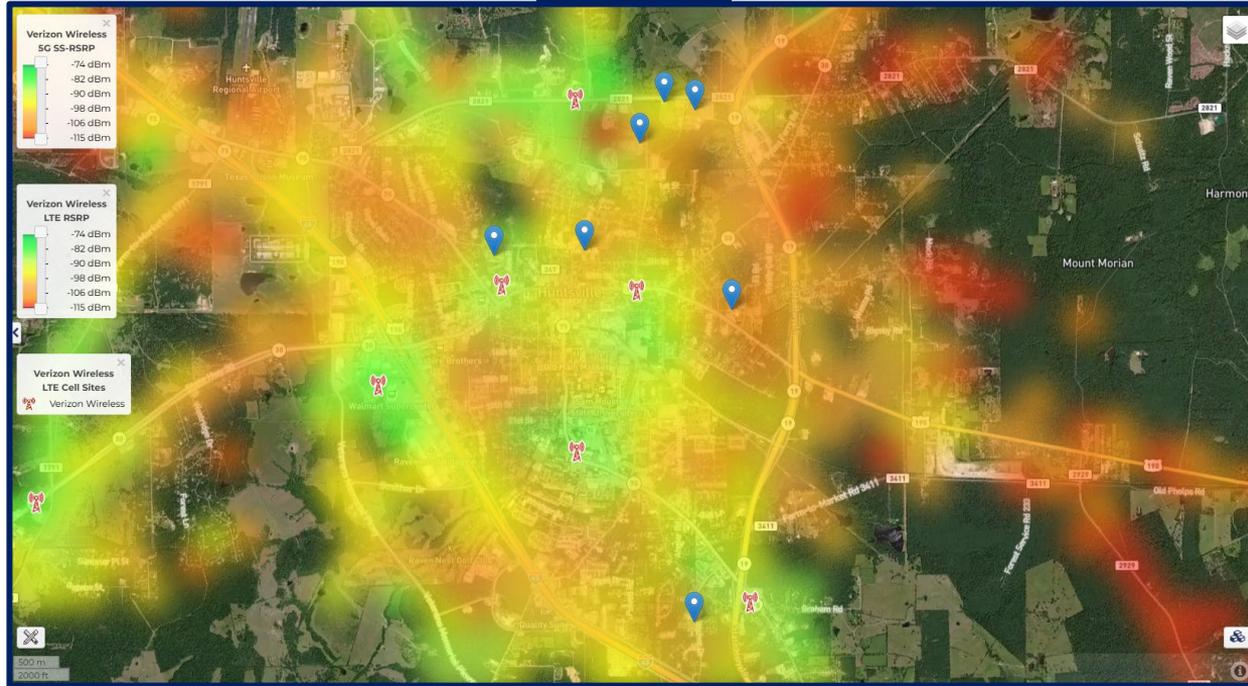


- Green and yellow areas signify reliable coverage
- Red and orange areas signify unreliable coverage

Based on crowd-sourced data provided by Ookla from June 2024 - May 2025.

Overall Coverage - Verizon

Verizon

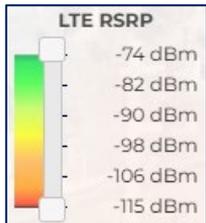
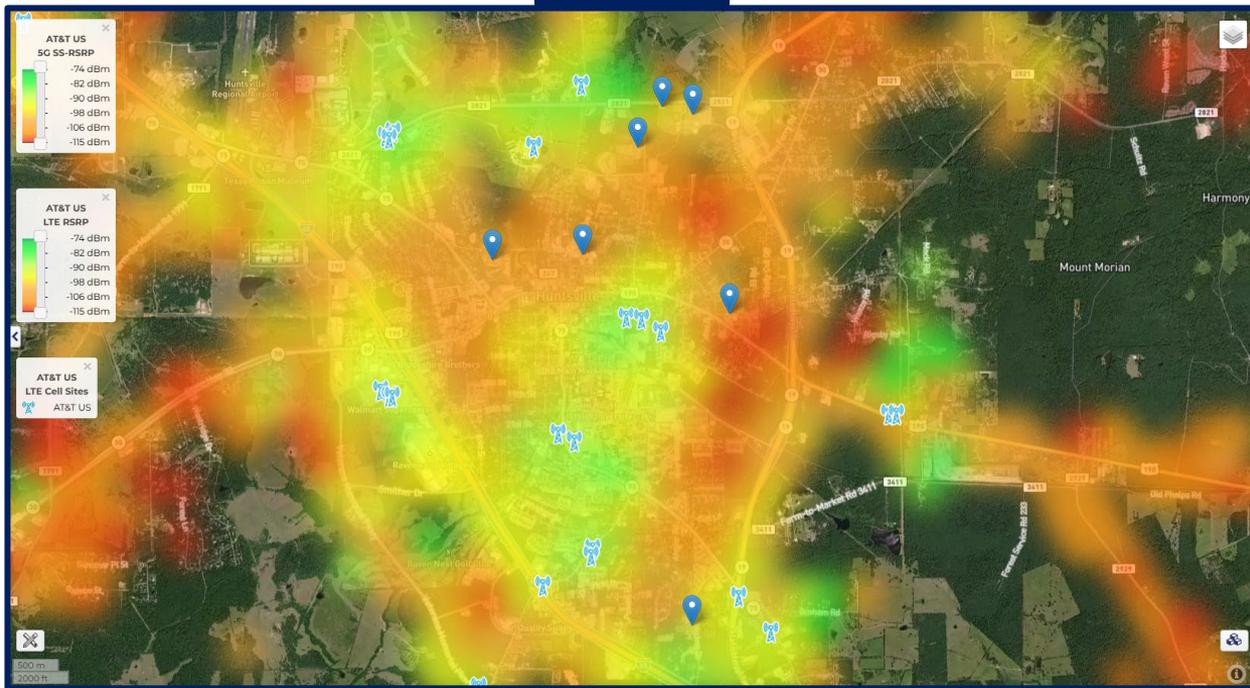


- Green and yellow areas signify reliable coverage
- Red and orange areas signify unreliable coverage

Based on crowd-sourced data provided by Ookla from June 2024 - May 2025.

Overall Coverage - AT&T

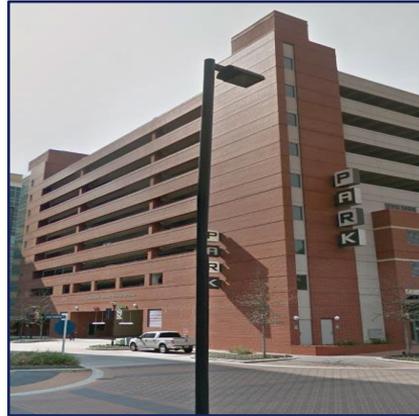
AT&T



- Green and yellow areas signify reliable coverage
- Red and orange areas signify unreliable coverage

Based on crowd-sourced data provided by Ookla from June 2024 - May 2025.

Tower Examples



Illustrative Economics

- **Existing Structures** (rooftops, water tanks, etc.)
 - **ISD receives 75%** of the revenue received from **any tenant** installed
- **New Tower Builds - Monopole Structure**
 - Diamond will incur all costs associated with tower construction
 - **ISD receives 30%** of the revenue received from the **first and second** cellular carriers installed
 - **ISD receives 40%** of the revenue received from the **third and any subsequent** cellular carriers installed

Revenue-Share Example - New Tower Build

# of tenants	Year 1	Year 2	Year 3	Year 4	Year 5	Cumulative Year 10
1	\$9,000	\$9,225	\$9,456	\$9,692	\$9,934	\$100,830
2		\$9,000	\$9,225	\$9,456	\$9,692	\$89,591
3			\$12,000	\$12,300	\$12,608	\$104,833
Total	\$9,000	\$18,225	\$30,681	\$31,448	\$32,234	\$295,254

- Monthly Rent: \$2,500
- Annual Escalation: 2.5%

Importance of Carrier Participation

- Carrier interest is based on their individual coverage and capacity needs
- Carriers are responsible for funding their equipment to be deployed at each site
- Carrier budgets are limited, and network priorities established
- Diamond will showcase available ISD properties/locations and coverage deficiencies to the carriers through our marketing efforts



Indoor Connectivity

- Many schools have been constructed with materials that negatively impact cellular coverage
 - 'Old' materials (e.g., cinder blocks) or 'new' materials (e.g., energy efficient glass) are difficult to penetrate
- Diamond has a team that solely focuses on providing indoor wireless connectivity. We design comprehensive indoor solutions, including distributed antenna systems ("DAS")
- Diamond can analyze the indoor connectivity at your schools, and discuss various options to improve in-building cell service



Next Steps

1. ISD: Review and Sign the Site Marketing Agreement ("SMA")
 - Review only - ASLA (lease for a carrier colocation on an existing structure)
 - Review only - Option and Ground Lease (lease for a new tower build)
2. Diamond: Develop Marketing Materials
3. Diamond: Market ISD Properties to the Wireless Carriers
4. ISD: Approve/Reject Opportunities for Antenna(s) Sites on School Property

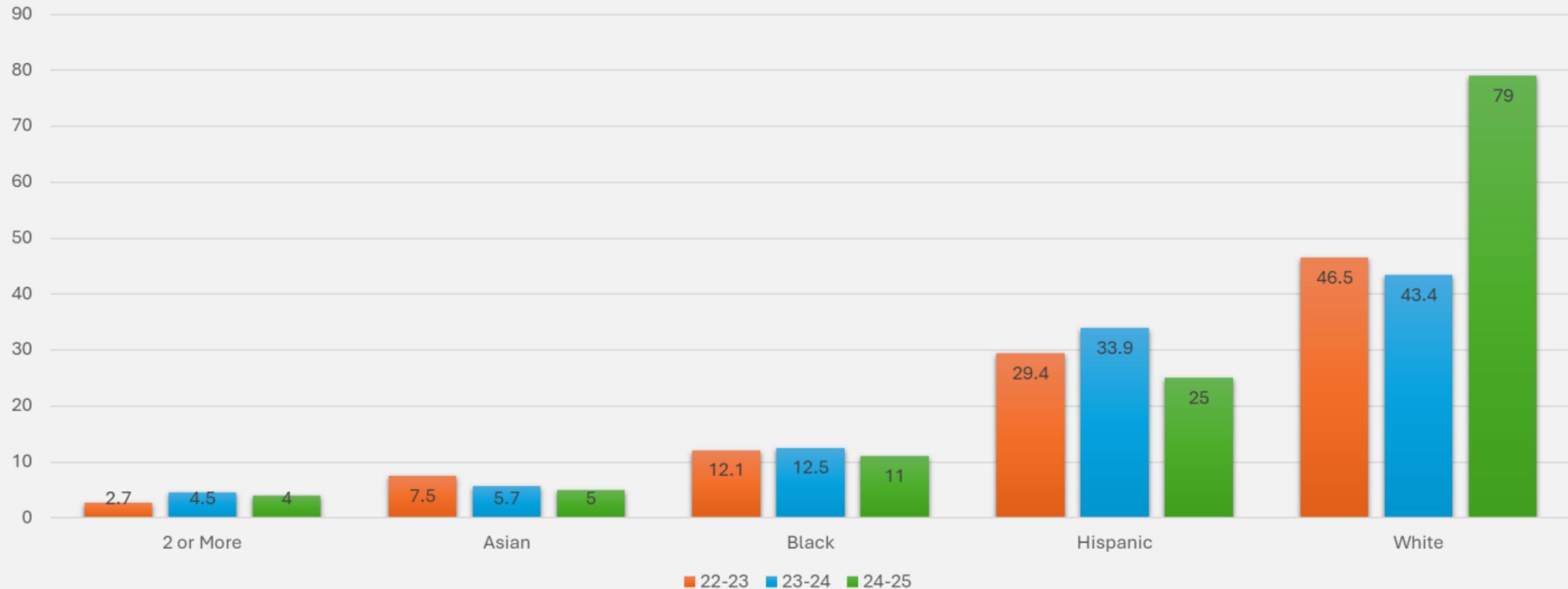
GIFTED & TALENTED PROGRAM EVALUATION

2024-2025 School Year



HISD Identified GT Students – 5%

HISD GT Enrollment by Ethnicity (%)



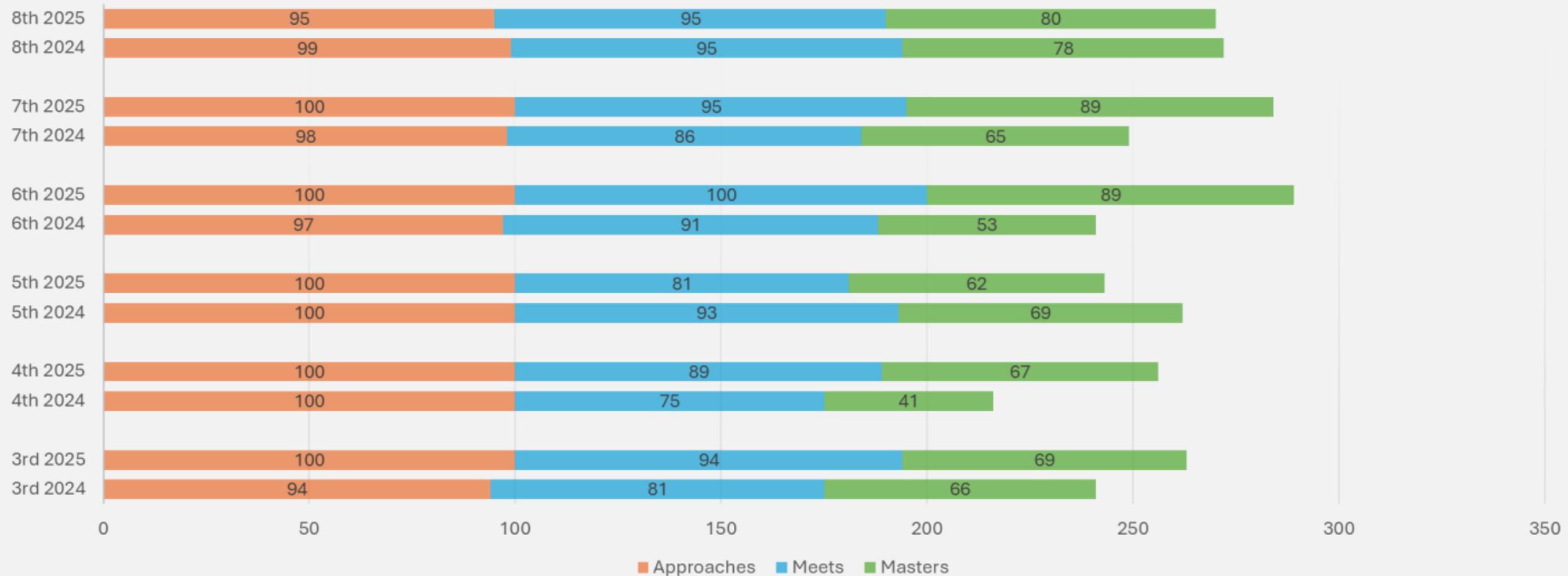
Percent of Campus Enrollment

District/Campus	2023	2024	2025
Huntsville ISD	5.90	6.3	4.77
Huntsville High School	4.17	4.6	4.6
Mance Park Middle School	5.09	5.0	5.07
Huntsville Elementary	4.48	6.4	4.96
Samuel Walker Houston Elementary	3.89	4.7	3.98
Scott Johnson Elementary	5.08	6.0	4.96
Stewart Elementary	3.48	4.1	5.1

SPRING 2025 STAAR PERFORMANCE LEVELS

3rd – 8th GRADES

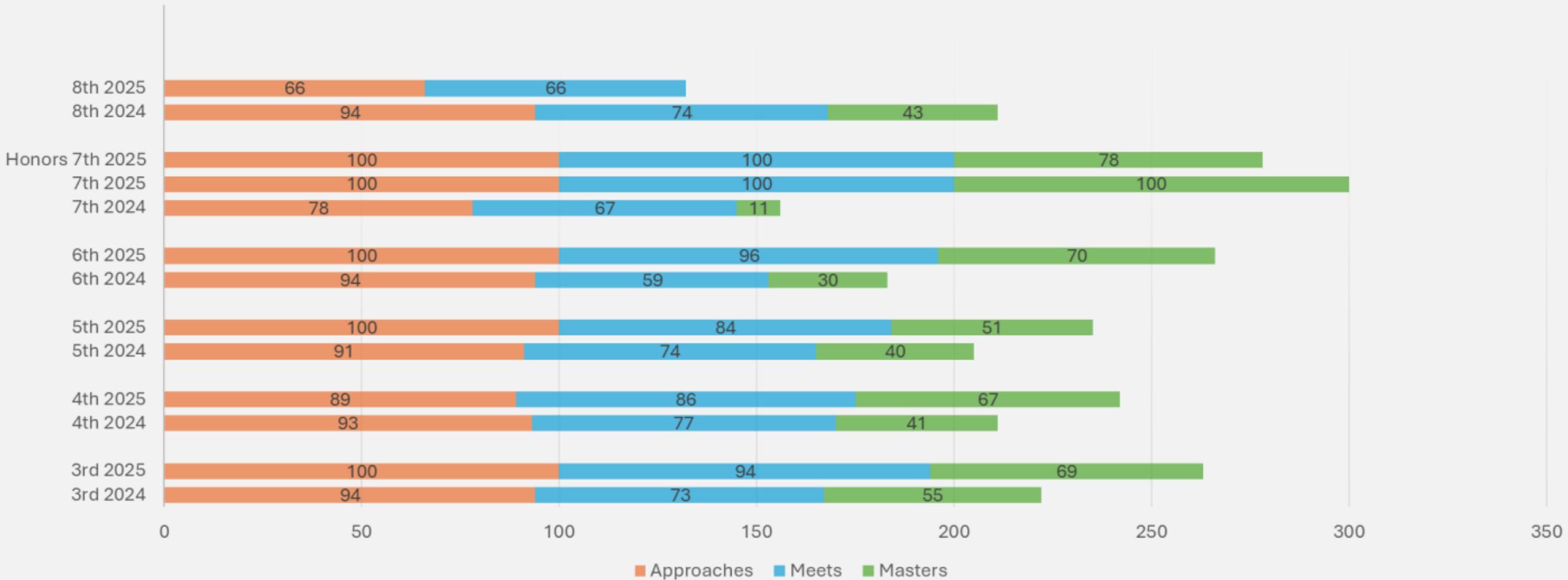
GT STAAR READING LANGUAGE ARTS (RLA)



SPRING 2025 STAAR PERFORMANCE LEVELS

3rd – 8th GRADES

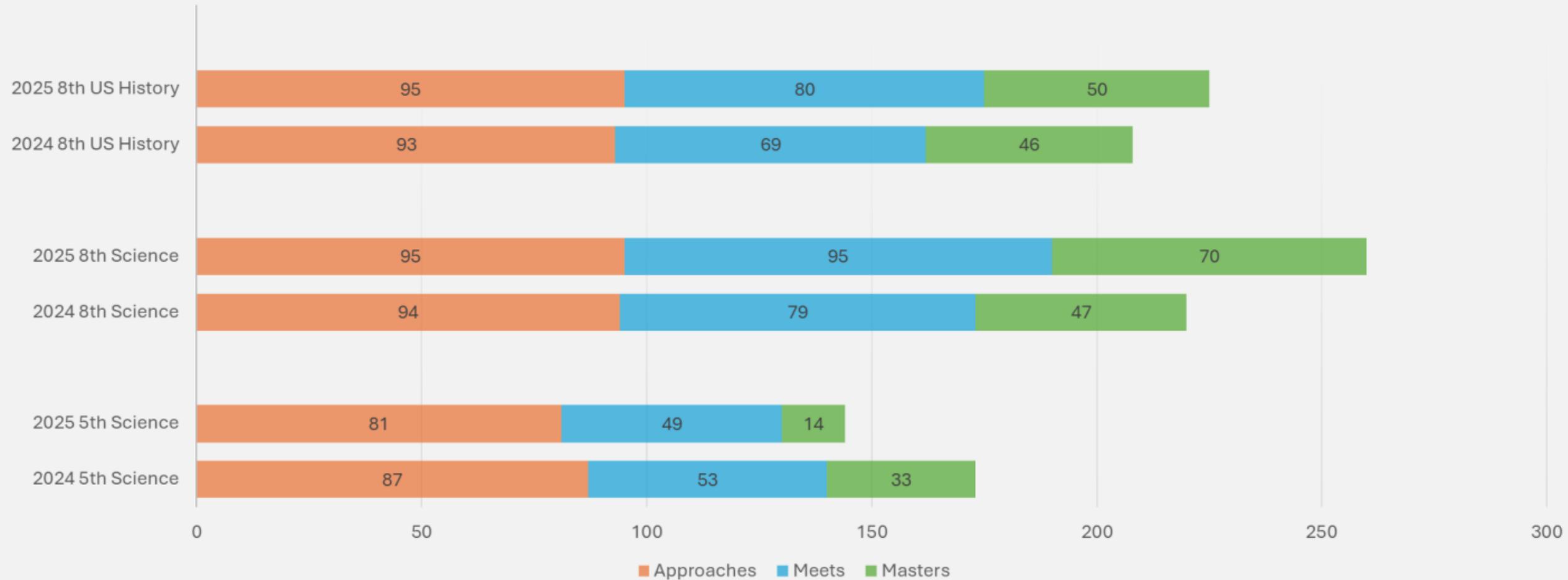
GT STAAR MATHEMATICS



SPRING 2025 STAAR PERFORMANCE LEVELS

5th – 8th GRADES

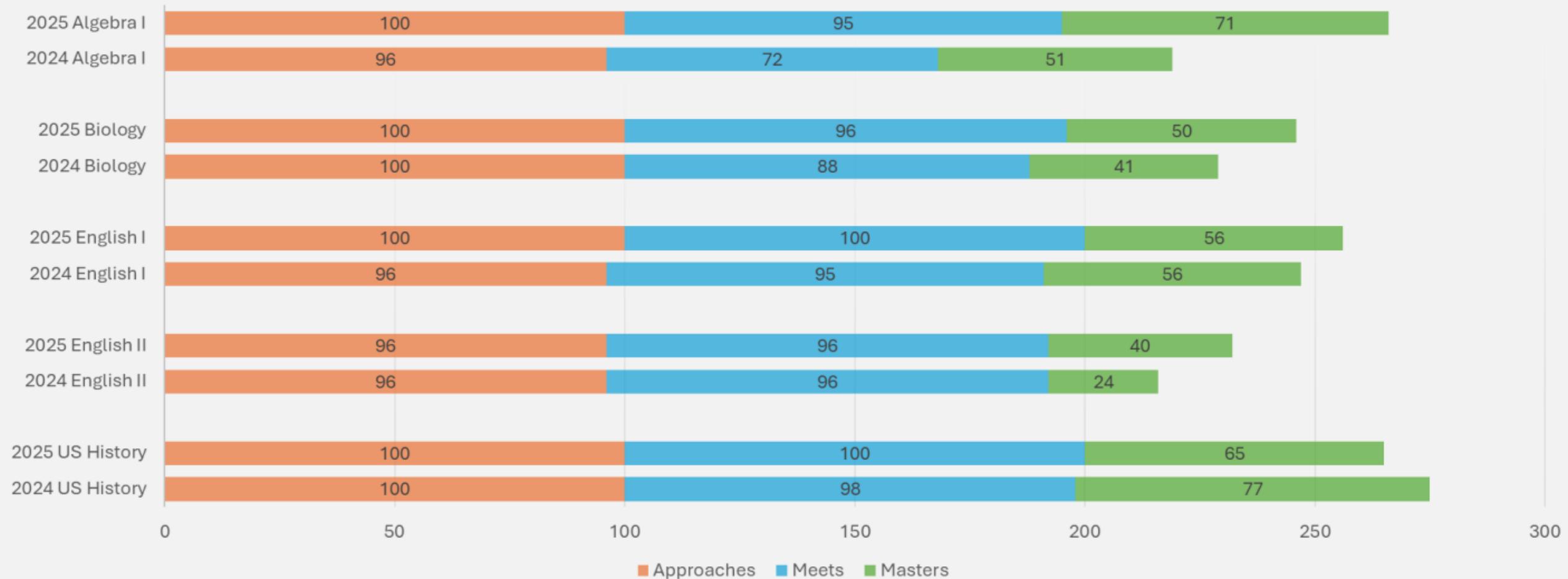
GT STAAR SOCIAL STUDIES & SCIENCE



SPRING 2025 STAAR PERFORMANCE LEVELS

End of Course (EOC)

GT STAAR EOC



TRAINING & EVENTS

➤ 2025 Gifted and Talented Summer Camp

➤ Elementary Grades 1-5

- 69 students registered
- 59 students attended

➤ Secondary Grades 6-8

- 67 invites to attend
- 30 students attended

➤ Required Training

➤ Teachers

- Initial 30 hours
- Annual 6 Hour Update

➤ Administrators and Counselors

- Annual 6 Hour Update
- New to district 6 hour training through Region 6

➤ Brazos Valley Symphony Orchestra

- 4th and 5th grade students will attend concert in January 2026

PROGRAM INFORMATION

- GT Summer Camp will continue to be offered to GT students in grades 1-8.
- Updated Referral Window and Testing Timeline
 - Increases time for teachers and parents to refer students for testing.
 - Decreases stress on testing coordinators and counselors during Spring testing windows with move of GT testing window for grades 1-11 to fall semester.
- Continuing to gather input from teachers, students, and parents through GT surveys sent out during spring semester, as well as meeting with GT Advisory Committee.
- Gifted and Talented Specialist will continue to focus on Tier 1 instruction for classroom teachers with GT students and will provide targeted training and classroom supports to increase student achievement to Mastery Level.
- Partnership with Faith Lutheran School started in 2024 to identify fourth grade students that intend to enroll in HISD schools will continue.
 - Their services will begin once they enroll the following year in HISD.

AGENDA

ITEM

GOAL: 1

OBJECTIVE: 1.1

SUBJECT:

2025 State Assessment Results and 2023-2025
State Accountability

RATIONALE:

The State of Texas Assessments of Academic Readiness (STAAR) and the STAAR Alternate 2 were administered to students in Grades 3-12 in the spring of the 2024-2025 school year. In December and June, students in Grades 9-12 had an opportunity to take the STAAR EOC tests for the first time or as a retest for previous unsuccessful attempts. 2023 Accountability ratings were released publicly April 24, 2025, and 2024 and 2025 ratings were released publicly August 15, 2025. These results are being presented in accordance with TEC 101.3014.

The charts attached demonstrate how students performed in each of the tested areas.

RECOMMENDATION:

No Action Required

CONTACT PERSON(S):

Dr. Scott Sheppard
Marcus Forney
Joshua Campbell
Amy Turner

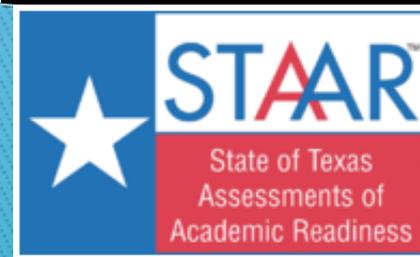


State Accountability 2023, 2024, 2025

Student
Achievement

School
Progress

Closing the
Gaps



Three Domains: Combining to Calculate Overall Rating

Better of Achievement or Progress
70%

30%



Student
Achievement



School
Progress



Closing
The Gaps

Elementary/Middle Schools

- STAAR

Weight

100%

High Schools, K–12, and Districts

- STAAR
- College, Career, and Military Readiness (CCMR)
- Graduation Rate

40%

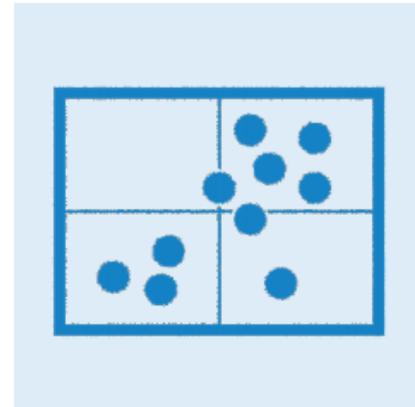
40%

20%

Part A: Academic Growth



Part B: Relative Performance



Elementary/Middle Schools

▪ Academic Achievement	30%
▪ STAAR Growth Status	50%
▪ English Language Proficiency ²	10%
▪ Student Achievement Domain Score: STAAR Component Only	10%

Weight¹

High Schools, K–12, AEs, and Districts

Weight¹

- Academic Achievement 50%
- Federal Graduation Status
(STAAR Growth Status if not available) 10%
- English Language Proficiency² 10%
- College, Career, and Military Readiness
(Student Achievement Domain Score:
STAAR Component Only if not available) 30%

Accountability Ratings–2023

Huntsville ISD	C
Huntsville High	C
Mance Park Middle	B 
Huntsville Intermediate	D
Estella Stewart Elementary	C
Samuel Walker Houston Elementary	C 
Scott Johnson Elementary	B 
Huntsville Elementary	C
Gibbs Pre K Center	C
Texas Online Preparatory–High	B 
Texas Online Preparatory–Middle	B 
Texas Online Preparatory–Elementary	F



Distinction Designations: Top 25% Comparative Academic Growth (MPMS)

Distinction Designations: Academic Achievement in Rdg./Language Arts (SWHE)

Distinction Designations: Top 25% Comparative Closing the Gaps (SJE)

Distinction Designations: Academic Achievement in Rdg./Language Arts, Mathematics, Science, Social Studies, Top 25% Comparative Closing the Gaps (TOPS HS)

Distinction Designations: Top 25% Comparative Closing the Gaps (TOPS MS)

Accountability Ratings–2024

Huntsville ISD	C
Huntsville High	C
Mance Park Middle	C 
Huntsville Intermediate	D
Estella Stewart Elementary	F
Samuel Walker Houston Elementary	F
Scott Johnson Elementary	C
Huntsville Elementary	C
Gibbs Pre K Center	C
Texas Online Preparatory–High	B 
Texas Online Preparatory–Middle	C
Texas Online Preparatory–Elementary	F

 **Distinction Designations:** Academic Achievement in Rdg./Language Arts, Mathematics, Science (TOPS HS)

Distinction Designations: Top 25% Comparative Academic Growth (MPMS)

Accountability Ratings–2025

Huntsville ISD	D
Huntsville High	D
Mance Park Middle	C 
Estella Stewart Elementary	D
Samuel Walker Houston Elementary	F
Scott Johnson Elementary	F
Huntsville Elementary	F
Texas Online Preparatory–High	C 
Texas Online Preparatory–Middle	D
Texas Online Preparatory–Elementary	F

 **Distinction Designations:** Academic Achievement in Rdg./Language Arts, Mathematics, Science (TOPS HS)

Distinction Designations: Top 25% Comparative Academic Growth (MPMS)

HHS Spring 2025 EOC Results

HHS	2025	HHS	2025
Algebra I	1st Time Testers	Biology	1st Time Testers
All	70%	All	87%
Hispanic	70%	Hispanic	86%
African American	66%	African American	76%
White	76%	White	95%
Eco Dis	67%	Eco Dis	84%
EB	61%	EB	76%
SPED	35%	SPED	62%

HHS	2025	HHS	2025
English I	1st Time Testers	English II	1st Time Testers
All	62%	All	63%
Hispanic	59%	Hispanic	64%
African American	47%	African American	48%
White	77%	White	73%
Eco Dis	53%	Eco Dis	56%
EB	33%	EB	43%
SPED	20%	SPED	17%

HHS	2025
U.S.History	1st Time Testers
All	90%
Hispanic	92%
African American	84%
White	92%
Eco Dis	87%
EB	86%
SPED	67%

TOPS HS Spring 2025 EOC Results

TOPS HS	2025	TOPS HS	2025
Algebra I	1st Time Testers	Biology	1st Time Testers
All	54%	All	96%
Hispanic	51%	Hispanic	94%
African American	54%	African American	96%
White	57%	White	98%
Eco Dis	49%	Eco Dis	94%
EB	43%	EB	92%
SPED	39%	SPED	90%

TOPS HS	2025	TOPS HS	2025
English I	1st Time Testers	English II	1st Time Testers
All	78%	All	85%
Hispanic	74%	Hispanic	84%
African American	71%	African American	79%
White	86%	White	89%
Eco Dis	72%	Eco Dis	78%
EB	63%	EB	67%
SPED	52%	SPED	56%

TOPS HS	2025
U.S.History	1st Time Testers
All	97%
Hispanic	98%
African American	95%
White	99%
Eco Dis	98%
EB	94%
SPED	88%

Huntsville Elementary- STAAR 2025 Summary Report

3rd grade		
	2025	2025
	Reading	Math
All	74%	50%
Hispanic	73%	38%
African American	62%	43%
White	89%	70%
Eco. Dis.	69%	46%
EB	77%	39%
SPED	39%	21%

4th grade		
	2025	2025
	Reading	Math
All	64%	47%
Hispanic	63%	43%
African American	63%	47%
White	64%	52%
Eco. Dis.	61%	42%
EB	48%	28%
SPED	20%	13%

5th grade			
	2025	2025	2025
	Reading	Math	Science
All	69%	57%	47%
Hispanic	68%	64%	38%
African American	65%	50%	46%
White	73%	56%	54%
Eco. Dis.	65%	52%	42%
EB	62%	50%	39%
SPED	33%	17%	10%

Samuel W. Houston Elementary- STAAR 2025 Summary Report

3rd grade		
	2025	2025
	Reading	Math
All	47%	41%
Hispanic	36%	39%
African American	50%	32%
White	61%	52%
Eco. Dis.	45%	37%
EB	39%	54%
SPED	19%	15%

4th grade		
	2025	2025
	Reading	Math
All	56%	39%
Hispanic	62%	48%
African American	50%	29%
White	59%	46%
Eco. Dis.	51%	37%
EB	50%	64%
SPED	24%	8%

5th grade			
	2025	2025	2025
	Reading	Math	Science
All	57%	51%	35%
Hispanic	56%	61%	39%
African American	49%	46%	21%
White	67%	46%	50%
Eco. Dis.	51%	46%	31%
EB	*	*	*
SPED	20%	19%	14%

***less than 10 students**

Scott Johnson Elementary- STAAR 2025 Summary Report

3rd grade		
	2025	2025
	Reading	Math
All	54%	50%
Hispanic	48%	43%
African American	48%	56%
White	63%	55%
Eco. Dis.	51%	43%
EB	33%	38%
SPED	24%	18%

4th grade		
	2025	2025
	Reading	Math
All	73%	50%
Hispanic	70%	46%
African American	70%	30%
White	75%	60%
Eco. Dis.	71%	41%
EB	55%	25%
SPED	39%	17%

5th grade			
	2025	2025	2025
	Reading	Math	Science
All	55%	50%	24%
Hispanic	57%	51%	20%
African American	50%	41%	14%
White	52%	50%	33%
Eco. Dis.	48%	43%	16%
EB	0%	13%	0%
SPED	19%	23%	10%

Stewart Elementary-STAAR 2025 Summary Report

3rd grade		
	2025	2025
	Reading	Math
All	66%	65%
Hispanic	72%	68%
African American	78%	56%
White	59%	66%
Eco. Dis.	55%	59%
EB	*	*
SPED	30%	30%

4th grade		
	2025	2025
	Reading	Math
All	71%	47%
Hispanic	70%	37%
African American	63%	29%
White	79%	63%
Eco. Dis.	65%	42%
EB	*	*
SPED	39%	27%

*less than 10 students

5th grade			
	2025	2025	2025
	Reading	Math	Science
All	64%	46%	32%
Hispanic	55%	47%	25%
African American	56%	16%	5%
White	71%	56%	46%
Eco. Dis.	52%	31%	15%
EB	*	*	*
SPED	32%	12%	8%

*less than 10 students

Mance Park Middle School-STAAR 2025 Summary Report

6th grade		
	2025	2025
	Reading	Math
All	60%	54%
Hispanic	60%	53%
African American	48%	40%
White	70%	64%
Eco. Dis.	56%	48%
EB	43%	39%
SPED	22%	24%

7th grade		
	2025	2025
	Reading	Math
All	64%	40%
Hispanic	64%	46%
African American	51%	26%
White	74%	46%
Eco. Dis.	59%	37%
EB	52%	39%
SPED	23%	17%

8th grade					
	2025	2025	2025	2025	2025 EOC
	Reading	Math	Science	Social Studies	Algebra I
All	70%	73%	60%	41%	98%
Hispanic	64%	70%	53%	32%	100%
African American	59%	62%	41%	28%	100%
White	83%	84%	82%	59%	96%
Eco. Dis.	63%	68%	52%	32%	98%
EB	50%	58%	41%	19%	100%
SPED	36%	41%	27%	18%	*

***less than 10 students**

**Texas Online Preparatory School-Elementary
STAAR 2025 Summary Report**

3rd grade		
	2025	2025
	Reading	Math
All	69%	39%
Hispanic	65%	29%
African American	71%	43%
White	63%	38%
Eco. Dis.	64%	35%
EB	54%	38%
SPED	33%	19%

4th grade		
	2025	2025
	Reading	Math
All	70%	34%
Hispanic	65%	30%
African American	72%	29%
White	75%	42%
Eco. Dis.	64%	25%

EB	60%	31%
SPED	27%	8%

5th grade			
	2025	2025	2025
	Reading	Math	Science
All	70%	43%	40%
Hispanic	69%	42%	38%
African American	61%	34%	30%
White	76%	46%	47%
Eco. Dis.	67%	36%	33%
EB	65%	54%	42%
SPED	39%	21%	20%

Texas Online Preparatory School-Middle-STAAR 2025 Summary Report

6th grade		
	2025	2025
	Reading	Math
All	72%	53%
Hispanic	69%	46%
African American	73%	55%
White	77%	63%
Eco. Dis.	68%	47%
EB	54%	46%
SPED	39%	29%

7th grade		
	2025	2025
	Reading	Math
All	75%	36%
Hispanic	74%	34%
African American	70%	29%
White	79%	41%
Eco. Dis.	67%	31%

EB	59%	24%
SPED	38%	21%

8th grade					
	2025	2025	2025	2025	2025 EOC
	Reading	Math	Science	Social Studies	Algebra I
All	80%	46%	63%	45%	88%
Hispanic	80%	44%	59%	41%	83%
African American	76%	32%	57%	33%	96%
White	82%	56%	73%	57%	85%
Eco. Dis.	78%	41%	57%	37%	81%
EB	73%	31%	50%	29%	82%
SPED	45%	19%	32%	27%	71%

HISD 2025 STAAR Alternate 2

Test	3rd Reading	3rd Math	4th Reading	4th Math
#Met/# Tested	8/11	10/11	4/8	6/8
HISD	73	91	50	75

Test	5th Reading	5th Math	5th Science
#Met/# Tested	6/9	7/9	8/9
HISD	67	78	89

Test	6th Reading	6th Math	7th Reading	7th Math
#Met/# Tested	15/16	16/16	20/22	22/22
HISD	94	100	91	100

Test	8th Reading	8th Math	8th Science	8th Social Studies
#Met/# Tested	16/16	16/16	16/16	16/16
HISD	100	100	100	100

Test	Algebra 1	Biology	U.S. History	English I	English II
-------------	------------------	----------------	---------------------	------------------	-------------------

#Met/# Tested	22/23	17/17	13/14	21/23	7/8
HISD	96	100	93	91	88

Overall

District	266 met	92%	Met Standard
	290 tests		

Satisfactory or above based on summary reports

**Huntsville HS
December 2024 EOC**

Algebra I	2024	Biology	2024
All	37%	All	55%
Hispanic	43%	Hispanic	50%
African American	38%	African American	48%
White	36%	White	65%
Eco Dis	38%	Eco Dis	54%
EB	47%	EB	38%
SPED	23%	SPED	38%

English I	2024	English II	2024
All	25%	All	25%
Hispanic	25%	Hispanic	22%
African American	24%	African American	17%
White	28%	White	36%
Eco Dis	24%	Eco Dis	25%
EB	14%	EB	17%
SPED	17%	SPED	12%

U.S. History	2024
All	79%
Hispanic	60%
African American	86%
White	79%
Eco Dis	74%
EB	*
SPED	83%

***less than 10 students**

**Texas Online Preparatory HS
December 2024 EOC**

Algebra I	2024	Biology	2024
All	48%	All	67%
Hispanic	N/A	Hispanic	N/A
African American	64%	African American	*
White	42%	White	*
Eco Dis	48%	Eco Dis	*
EB	*	EB	*
SPED	23%	SPED	*

English I	2024	English II	2024
All	26%	All	39%
Hispanic	N/A	Hispanic	N/A
African American	29%	African American	*
White	22%	White	41%
Eco Dis	29%	Eco Dis	38%
EB	*	EB	*
SPED	15%	SPED	*

***less than 10 students**

U.S. History	2024
All	86%
Hispanic	N/A
African American	*
White	89%
Eco Dis	*
EB	*
SPED	*

***less than 10 students**

Huntsville HS June 2025 EOC

Algebra I	2025	Biology	2025
All	*	All	*
Hispanic	*	Hispanic	*
African American	*	African American	*
White	*	White	*
Eco Dis	*	Eco Dis	*
EB	*	EB	*
SPED	*	SPED	*

English I	2025	English II	2025
All	*	All	20%
Hispanic	*	Hispanic	*
African American	*	African American	*
White	*	White	*
Eco Dis	*	Eco Dis	*
EB	*	EB	*
SPED	*	SPED	*

***less than 10 students**

U.S. History	2025
All	*
Hispanic	*
African American	*
White	*
Eco Dis	*
EB	*
SPED	*

***less than 10 students**

Texas Online Preparatory HS June 2025 EOC

Algebra I	2025	Biology	2025
All	38%	All	53%
Hispanic	35%	Hispanic	64%
African American	43%	African American	*
White	41%	White	*
Eco Dis	35%	Eco Dis	54%
EB	30%	EB	*
SPED	37%	SPED	50%

English I	2025	English II	2025
All	38%	All	34%
Hispanic	38%	Hispanic	44%
African American	39%	African American	22%
White	15%	White	19%
Eco Dis	36%	Eco Dis	38%
EB	43%	EB	44%
SPED	19%	SPED	17%

***less than 10 students**

U.S. History	2025
All	75%
Hispanic	*
African American	*
White	*
Eco Dis	50%
EB	*
SPED	57%

***less than 10 students**

2025 State Assessment Results

HUNTSVILLE ISD



Building Champions. Every One. Every Day.



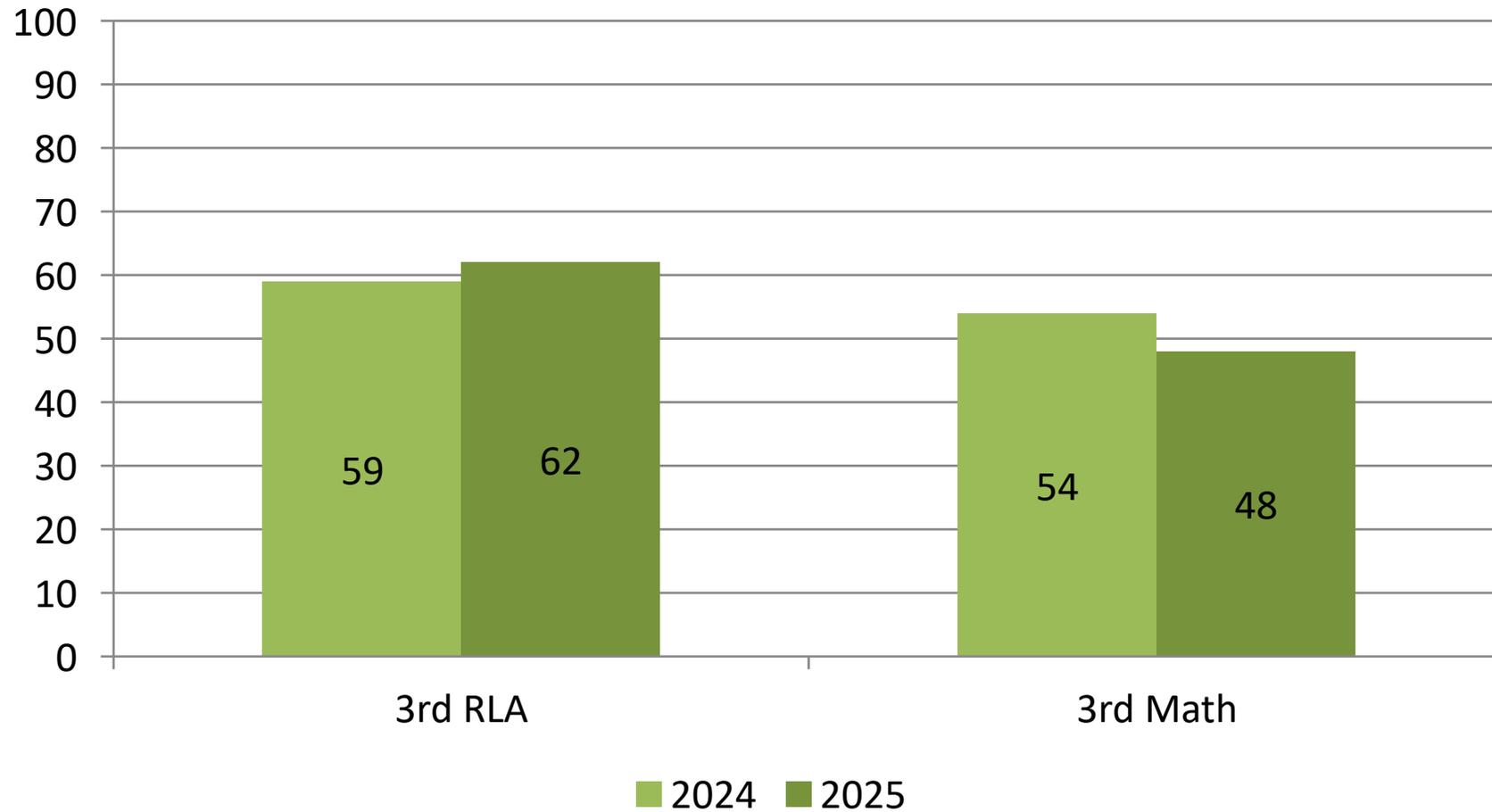
A brief history...

In 2023, the STAAR transitioned to a new online format with redesigned item types. This year's 2025 scores reflect the third year of this new version, giving us stronger comparability and trend insight.

Accountability measures were temporarily suspended during 2023 and 2024 because of pending litigation and have only recently been reinstated.

On the 2025 3rd-8th grade STAAR tests the **state experienced increases** across most grade levels in RLA. Math showed slight gains in some grades statewide (3, 4 and 6), but dips in others (5 and 7).

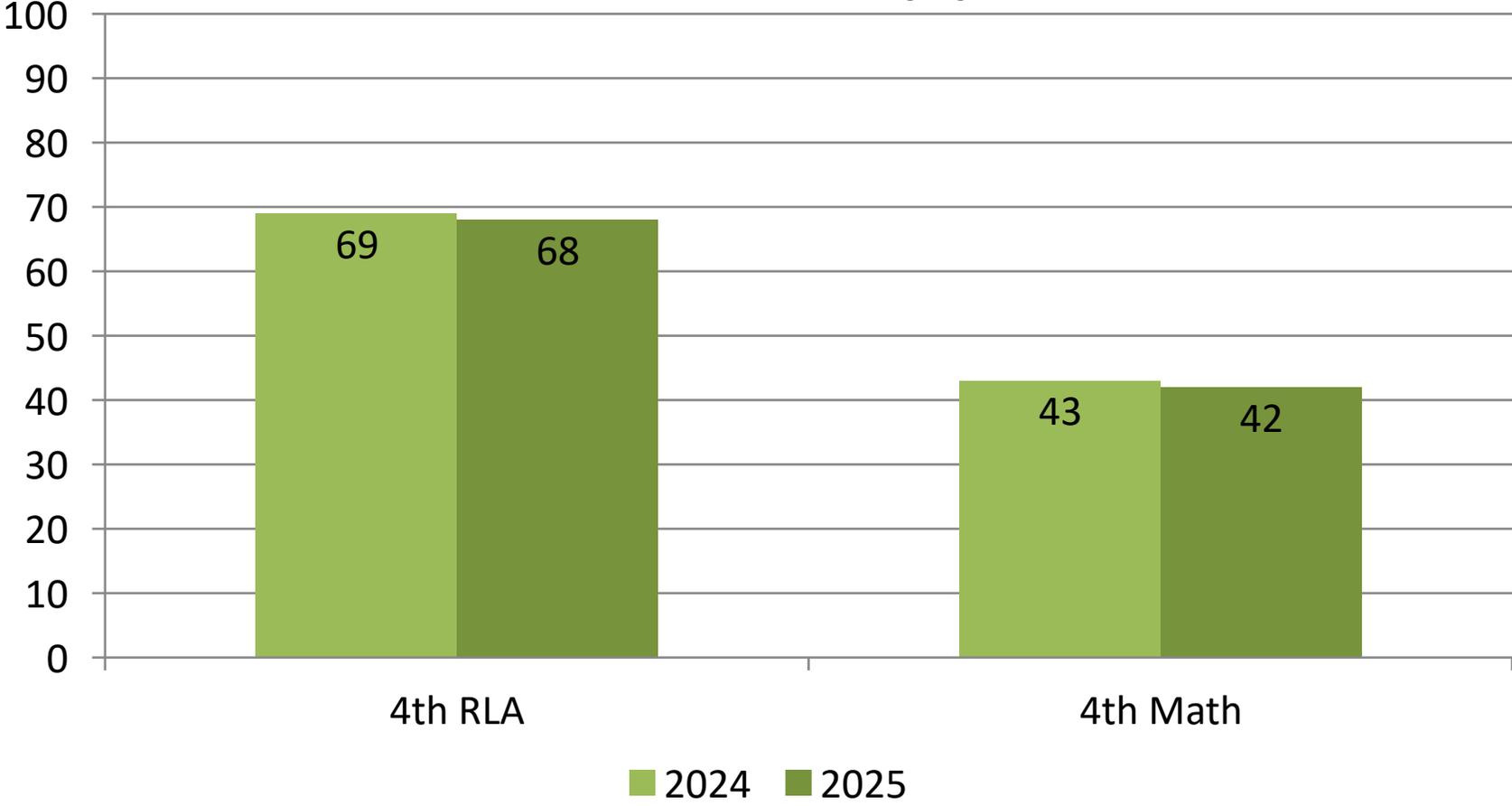
2025 Spring STAAR HISD 3rd Grade (Approaches)



2025

Spring STAAR

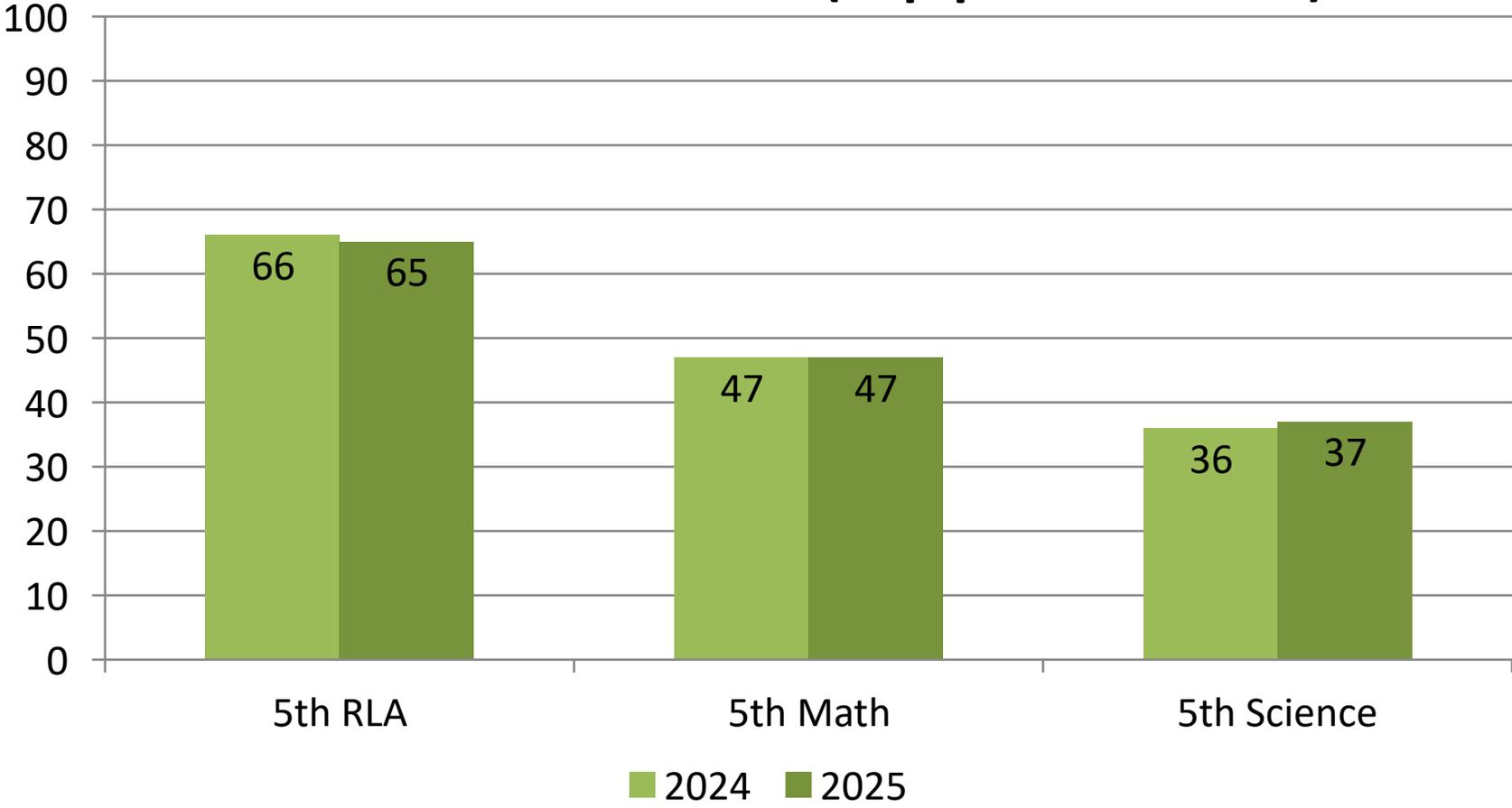
HISD 4th Grade (Approaches)



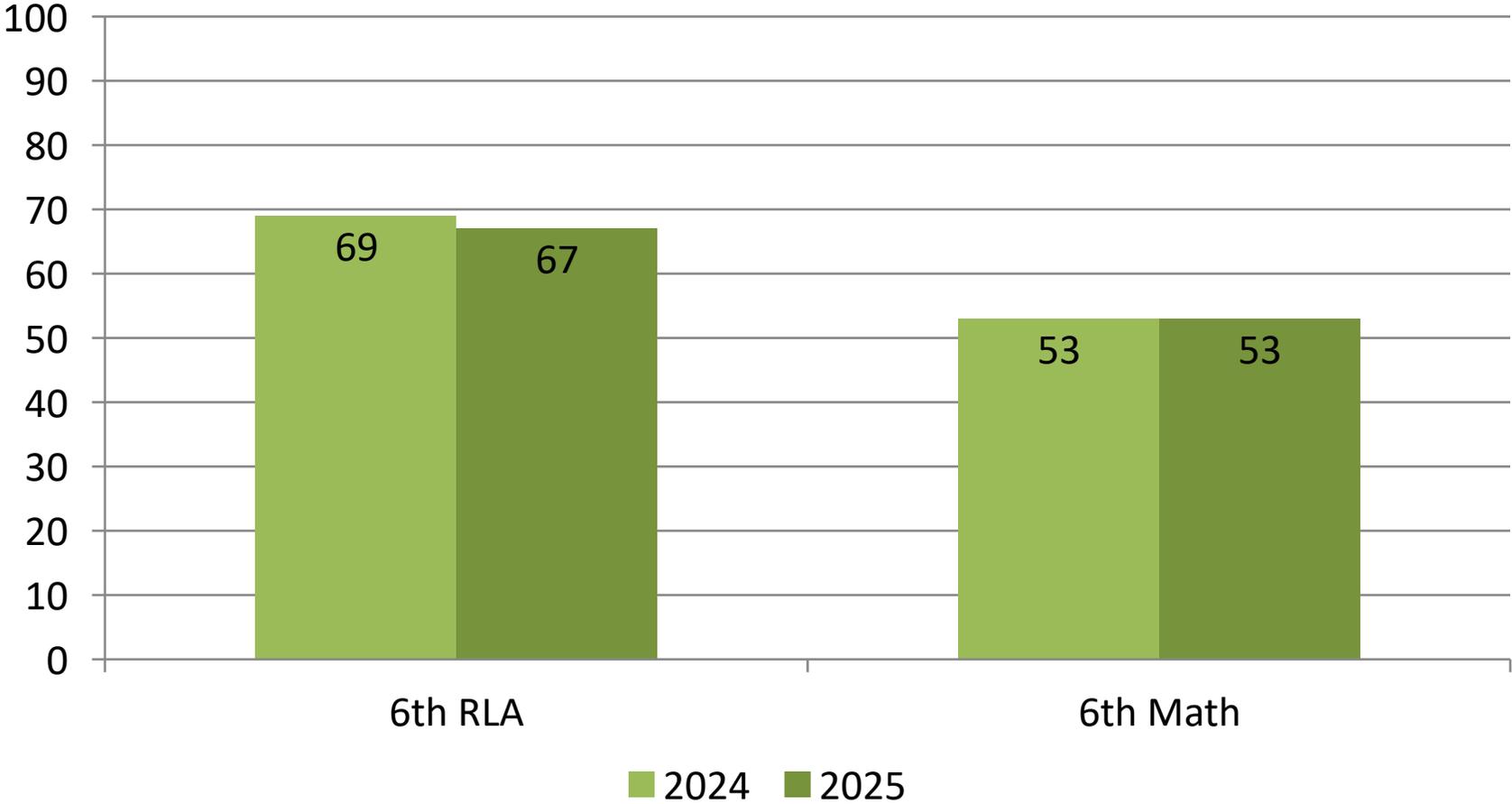
2025

Spring STAAR

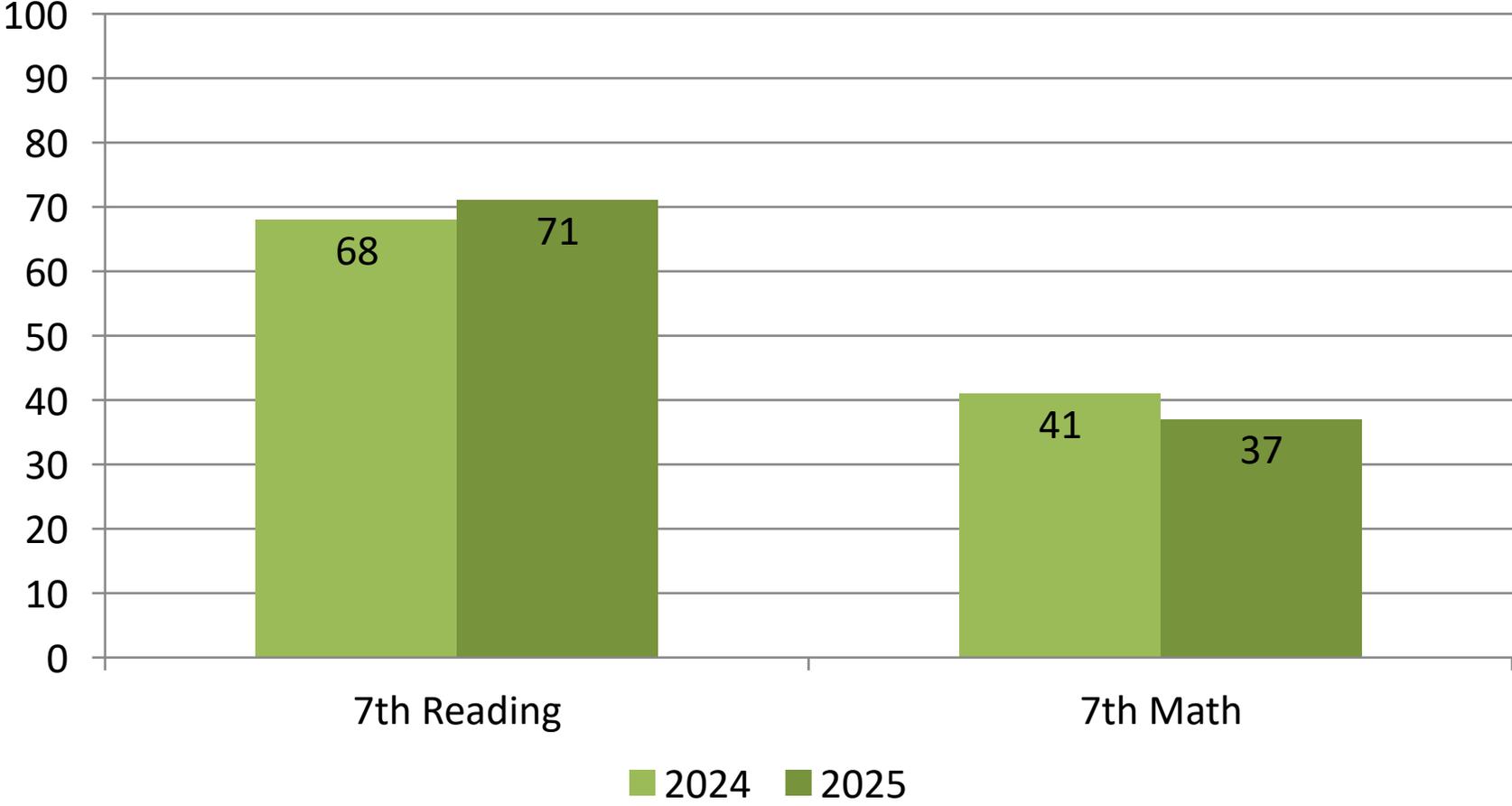
HISD 5th Grade (Approaches)



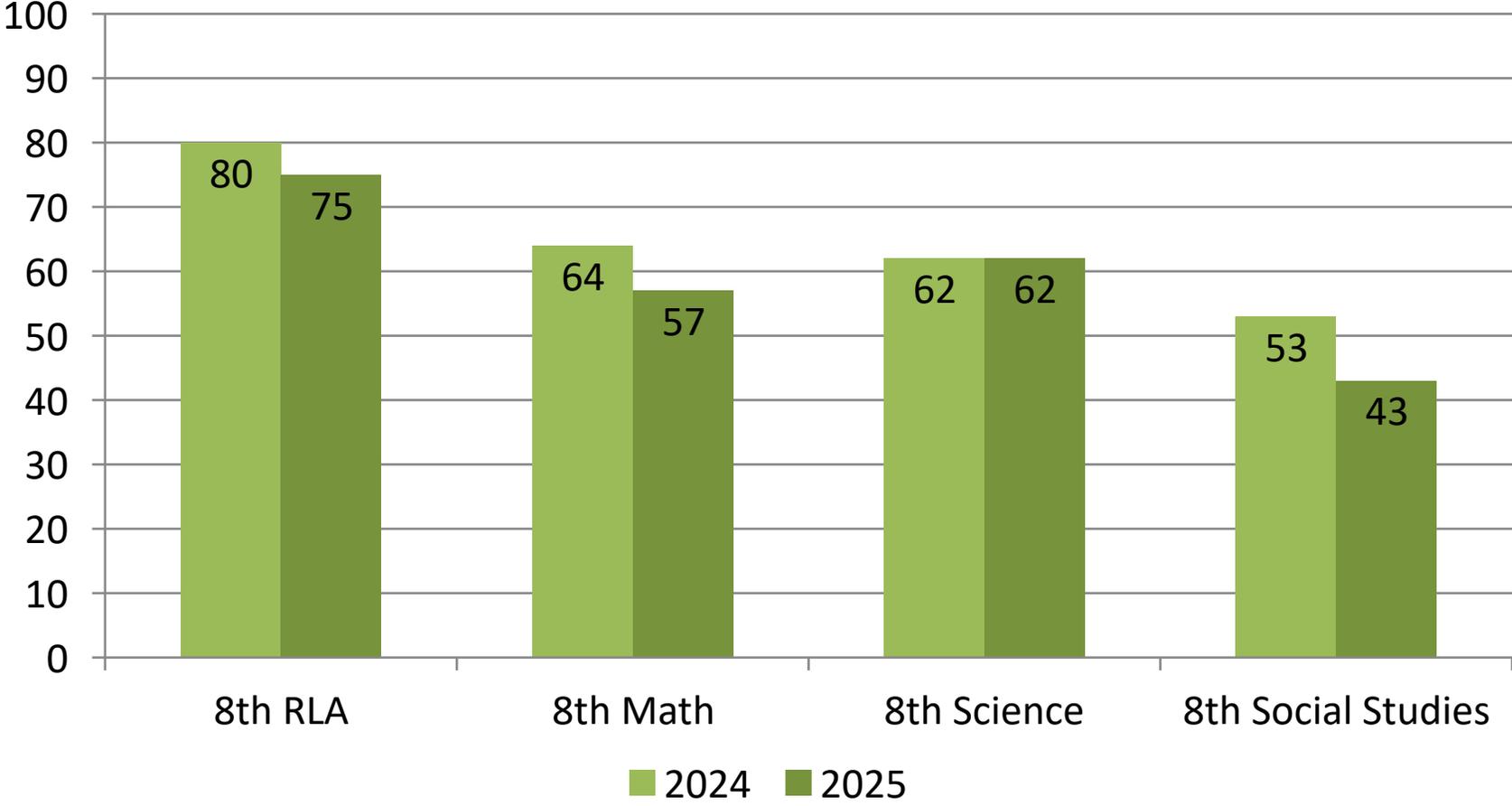
2025 Spring STAAR HISD 6th Grade (Approaches)



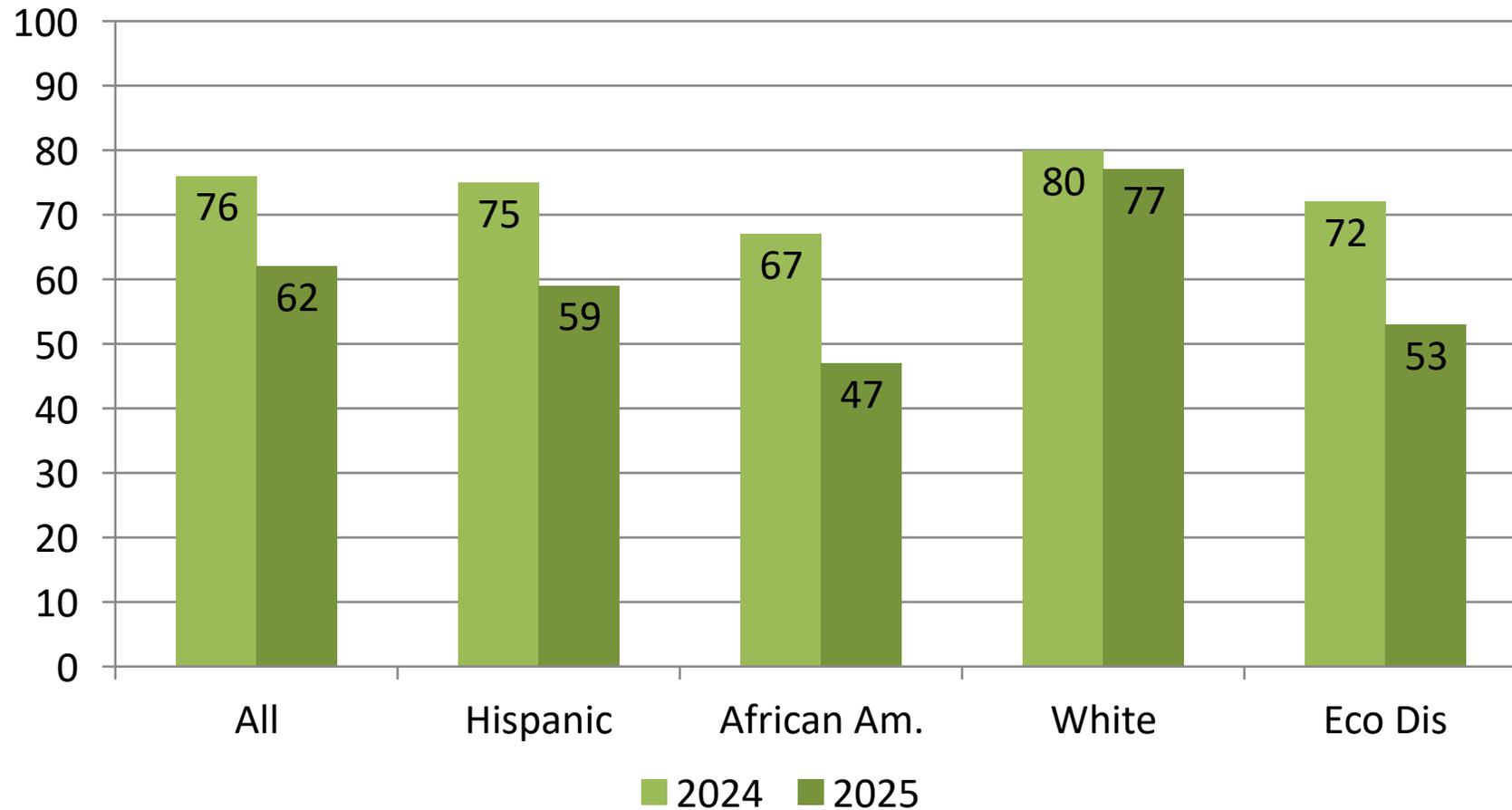
2025 Spring STAAR HISD 7th Grade (Approaches)



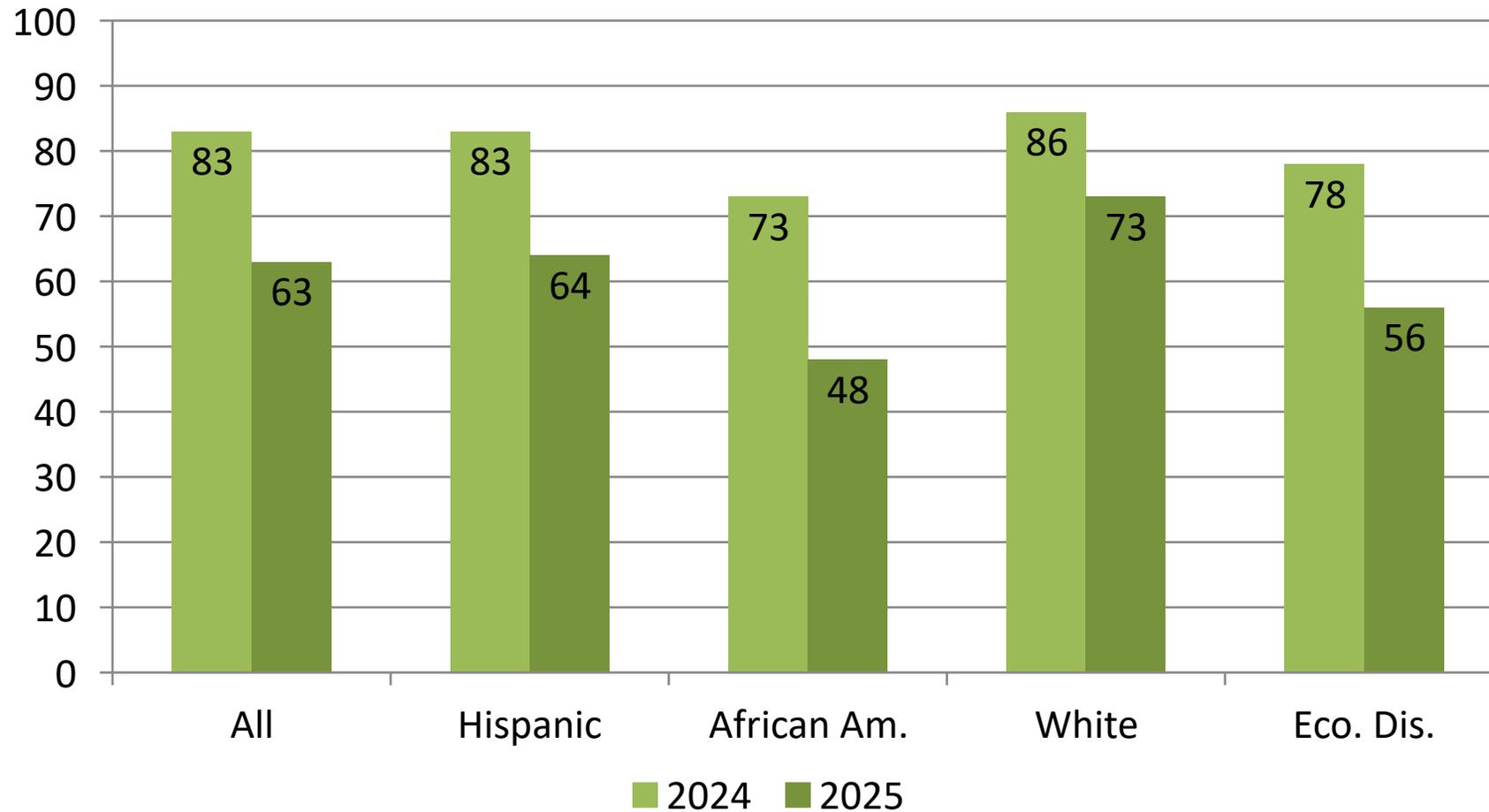
2025 Spring STAAR HISD 8th Grade (Approaches)



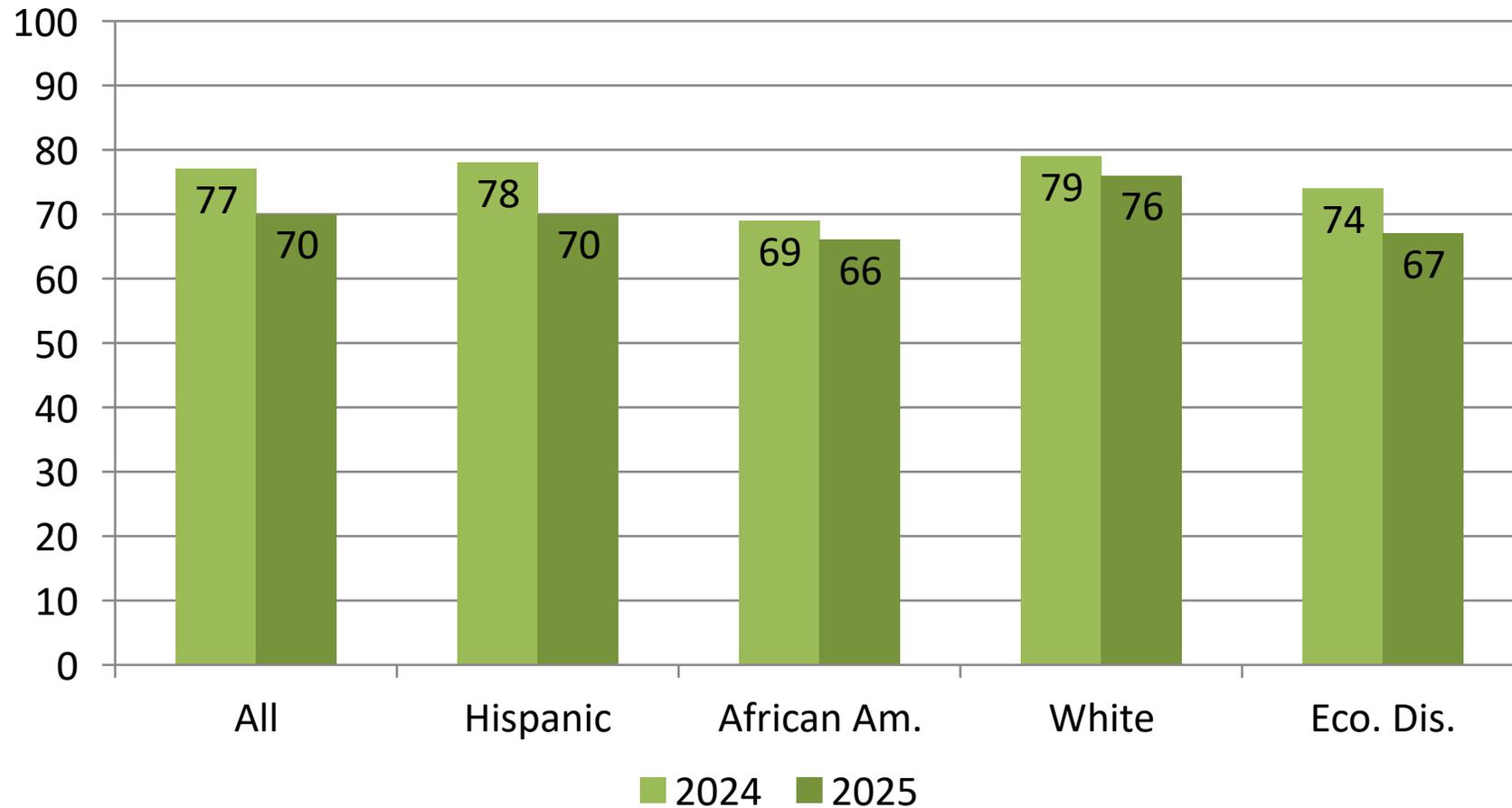
2025 HISD Spring EOC – English I First-Time Tested (Approaches)



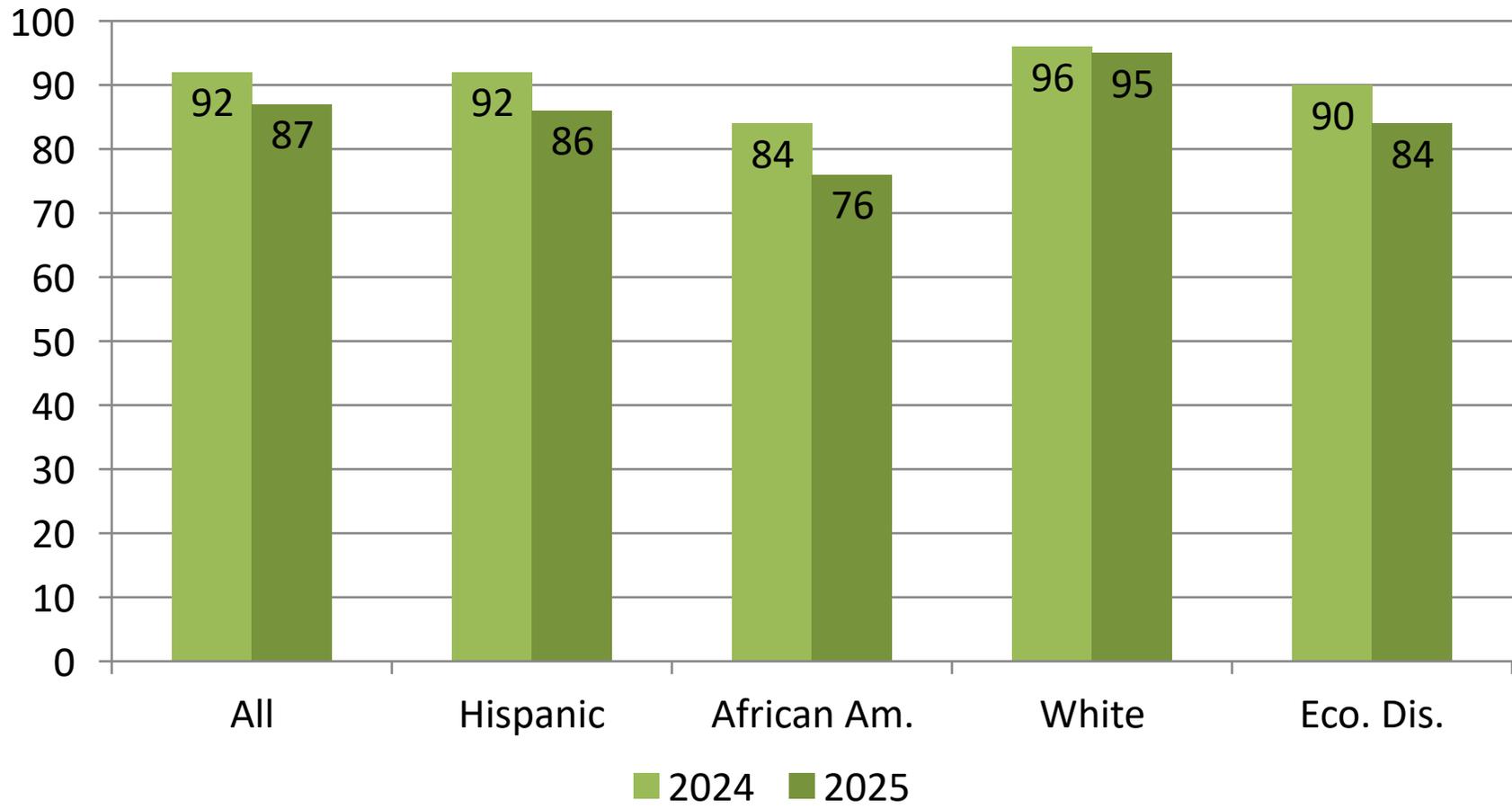
2025 HISD Spring EOC – English II First-Time Tested (Approaches)



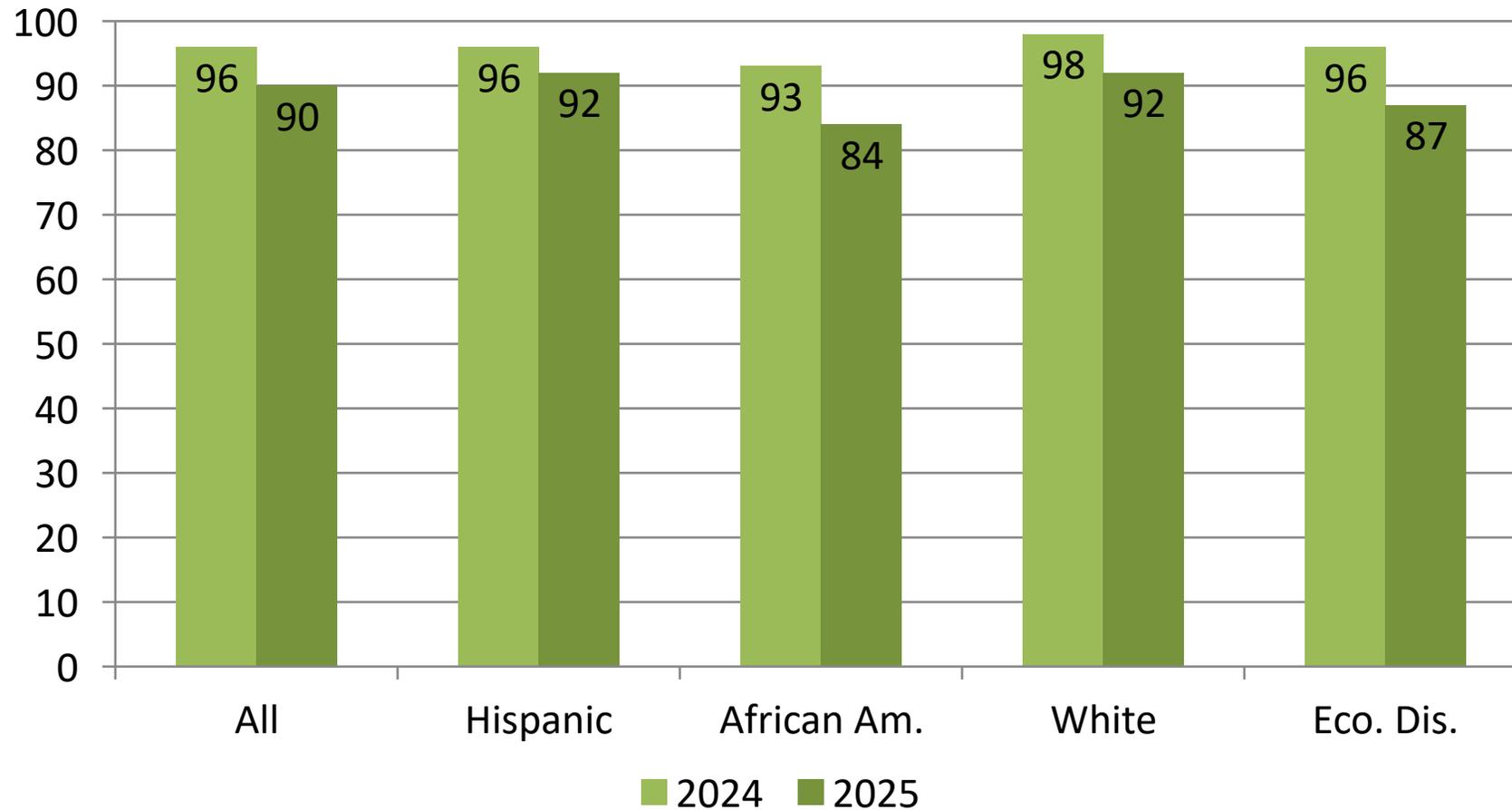
2025 HISD Spring EOC – Algebra I First-Time Tested (Approaches)



2025 HISD Spring EOC – Biology First-Time Tested (Approaches)



2025 HISD Spring EOC – U.S. History First-Time Tested (Approaches)



Action Steps 2025-2026



Focus on the 4 Big Rocks

- Quality first time instruction
- Quality instructional leadership
- Quality Classroom Management
- Social Emotional Learning (CKH)

School Improvement Supports

- Additional Collaborative Team Meeting Time
- Monthly Principal Coaching Sessions
- Principal PLC Sessions
- School Improvement for All Visits
- Accountability Executive Coaching
- Targeted Data and Instructional Support from Region 6
- Elementary Instructional Coach Grade Level Assignment
- Teacher Development and Retention

Accelerated Instruction

- Individualized plans for students
- Scheduled intervention time

Campus Visits – T & L Team

AGENDA

ITEM

GOAL: 1
OBJECTIVE: 1, 2

SUBJECT: Huntsville ISD Program Evaluation for the Emergent Bilingual Program

INFORMATION: Huntsville ISD must annually evaluate and report to the Board the results regarding all state funded programs.

The Emergent Bilingual Program report will present the program's objectives and purpose, accompanied by a comprehensive analysis of student achievement data, including academic performance and language proficiency outcomes. Additionally, the report will provide information regarding Bilingual Exception and ESL Waiver status, as well as data on the number of students who have exited the Emergent Bilingual program.

CONTACT PERSON(S): Mr. Joshua Campell
Mrs. Ana Thomas

HUNTSVILLE ISD

2024-2025

EMERGENT BILINGUAL PROGRAM EVALUATION





PROGRAM PARTICIPATION

Emergent Bilingual Programs



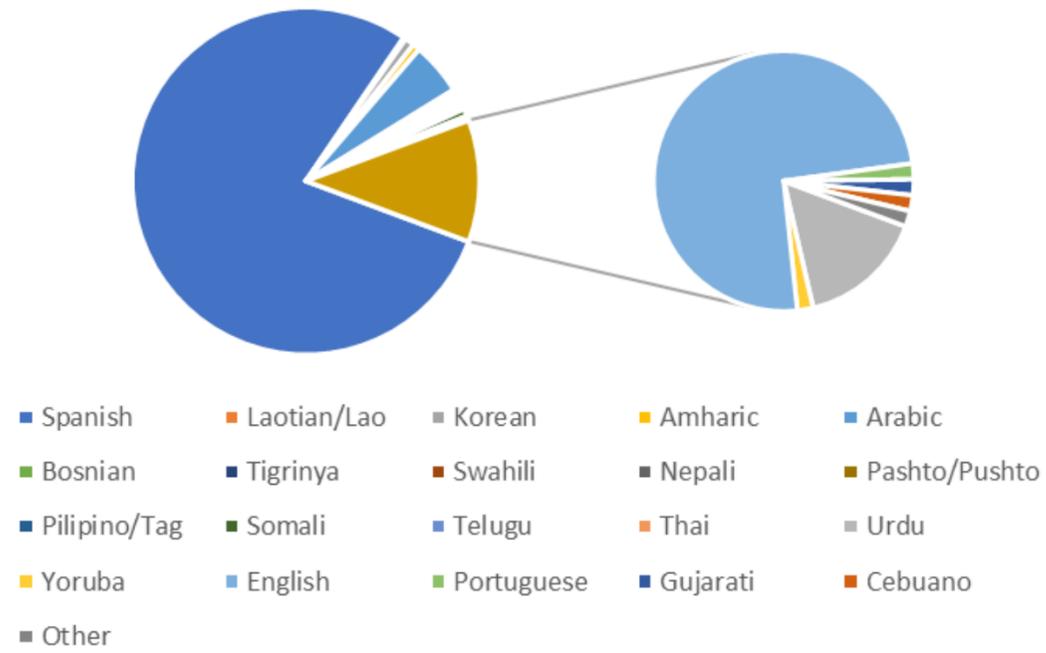
Programs

- **English as a Second Language**
 - The goal is to enable EB students to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of content-based language instructional methods
- **Transitional Bilingual Early Exit**
 - The goal of the bilingual program is to enable EB students to develop home or partner language literacy and academic skills through the integrated use of content-based language instructional methods to become proficient in listening, speaking, reading, and writing in the English language

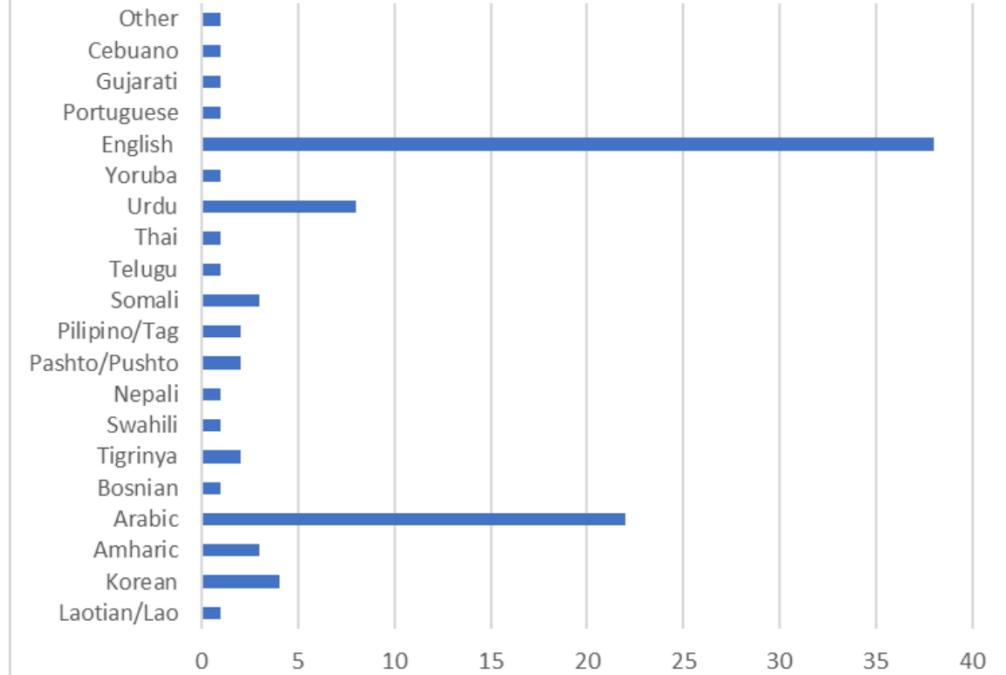
Identification

- Home Language Survey (initial enrollment)
- Transfer Students (within Texas)

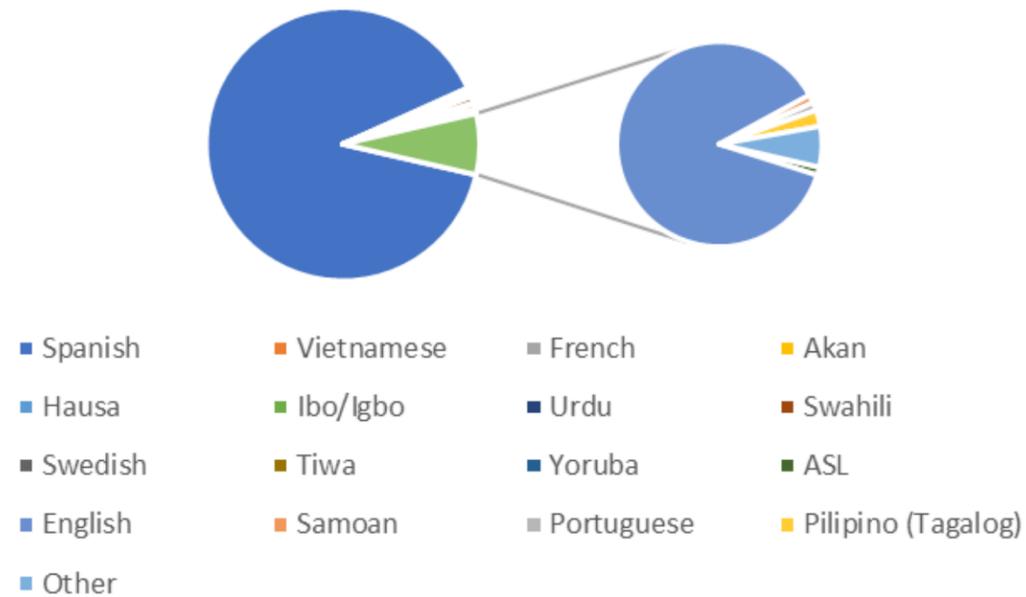
HISD Home Languages (TOPS)



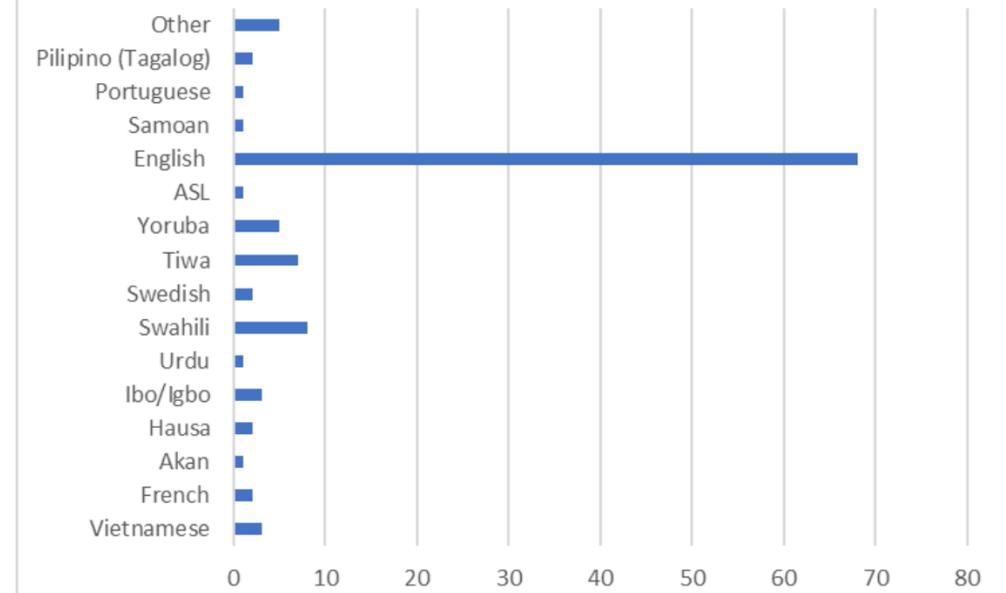
Home Languages Other Than Spanish

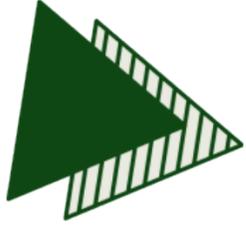


HISD Home Languages (Local)



Home Languages Other Than Spanish

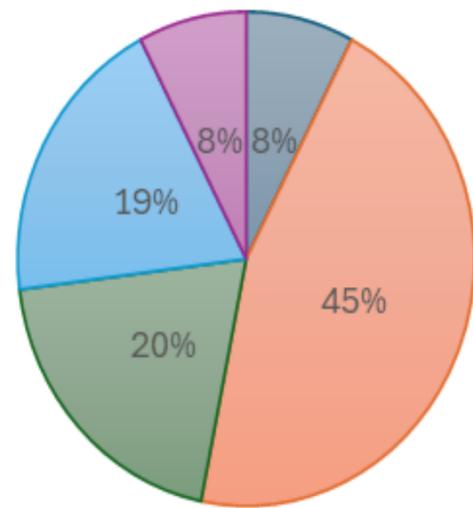




	2022 - 2023			2023 - 2024			2024 - 2025		
	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent
Huntsville H S	290	1,797	16.14%	325	1,847	17.60%	312	1,882	16.58%
Mance Park Middle	178	904	19.6903	167	882	18.9342	263	1298	20.2619
Stewart EL	100	488	20.4918	112	531	21.0923	21	547	3.8391
Samuel Houston EL	21	437	4.8055	25	437	5.7208	153	760	20.1316
Scott Johnson EL	119	591	20.1354	125	559	22.3614	174	879	19.7952
Huntsville EL	141	603	23.3831	137	601	22.7953	161	670	24.0299
Gibbs Pre-K Center	52	291	17.8694	53	301	17.608			
Huntsville INT	177	827	21.4027	189	831	22.7437			
Texas Online Preparatory EL	181	1334	13.5682	126	1026	12.2807	51	646	7.8947
Texas Online Preparatory Middle	206	1941	10.6131	279	2120	13.1604	244	2050	11.9024
Texas Online Preparatory H S	129	2100	6.1429	146	2183	6.688	154	2228	6.912
Huntsville ISD	1594	11313	14.09	1684	11318	14.879	1533	10960	13.9872

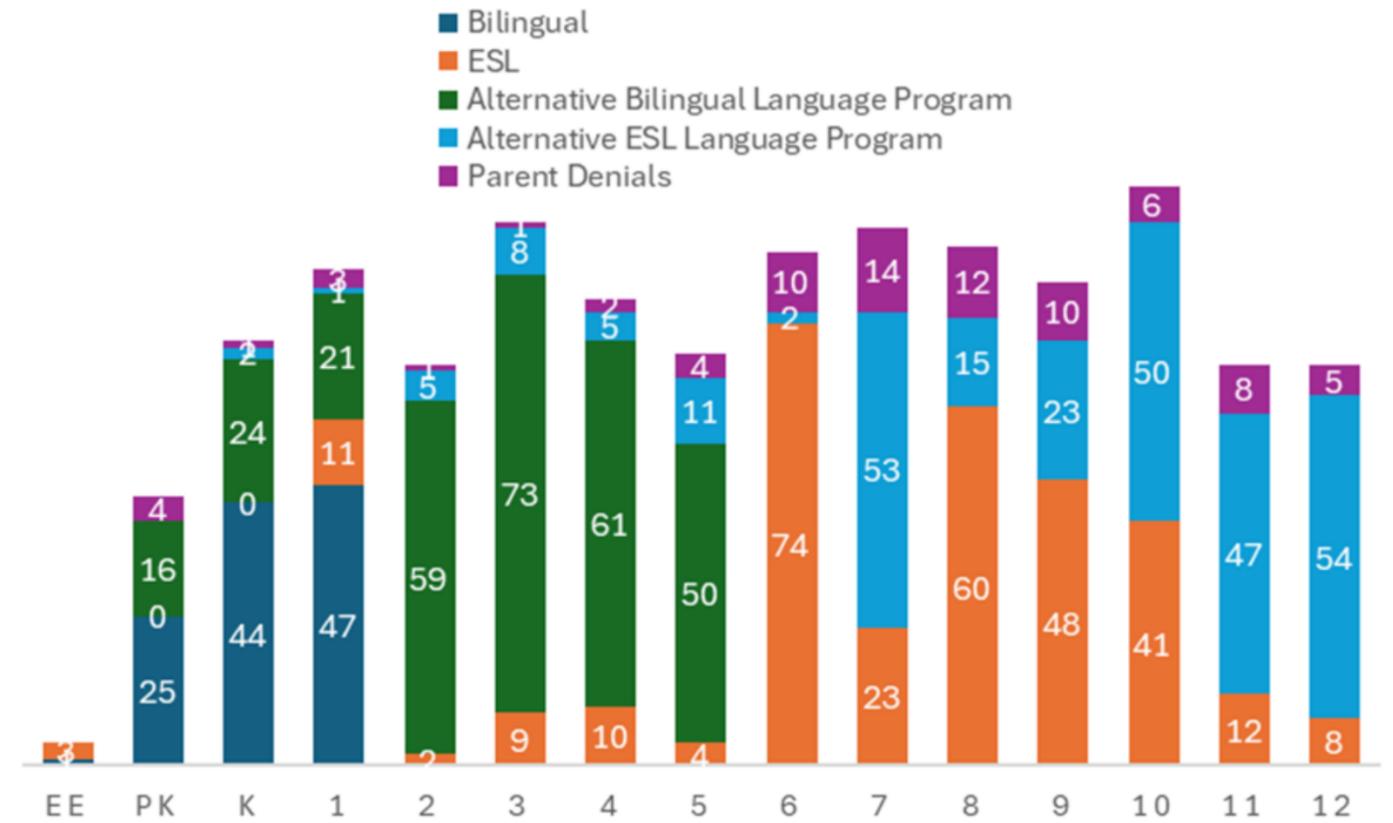


HISD Emergent Bilingual Program Participation



- Bilingual
- English as a Second Language
- Alternative Bilingual Language Program
- Alternative ESL Language Program
- Parent Denials

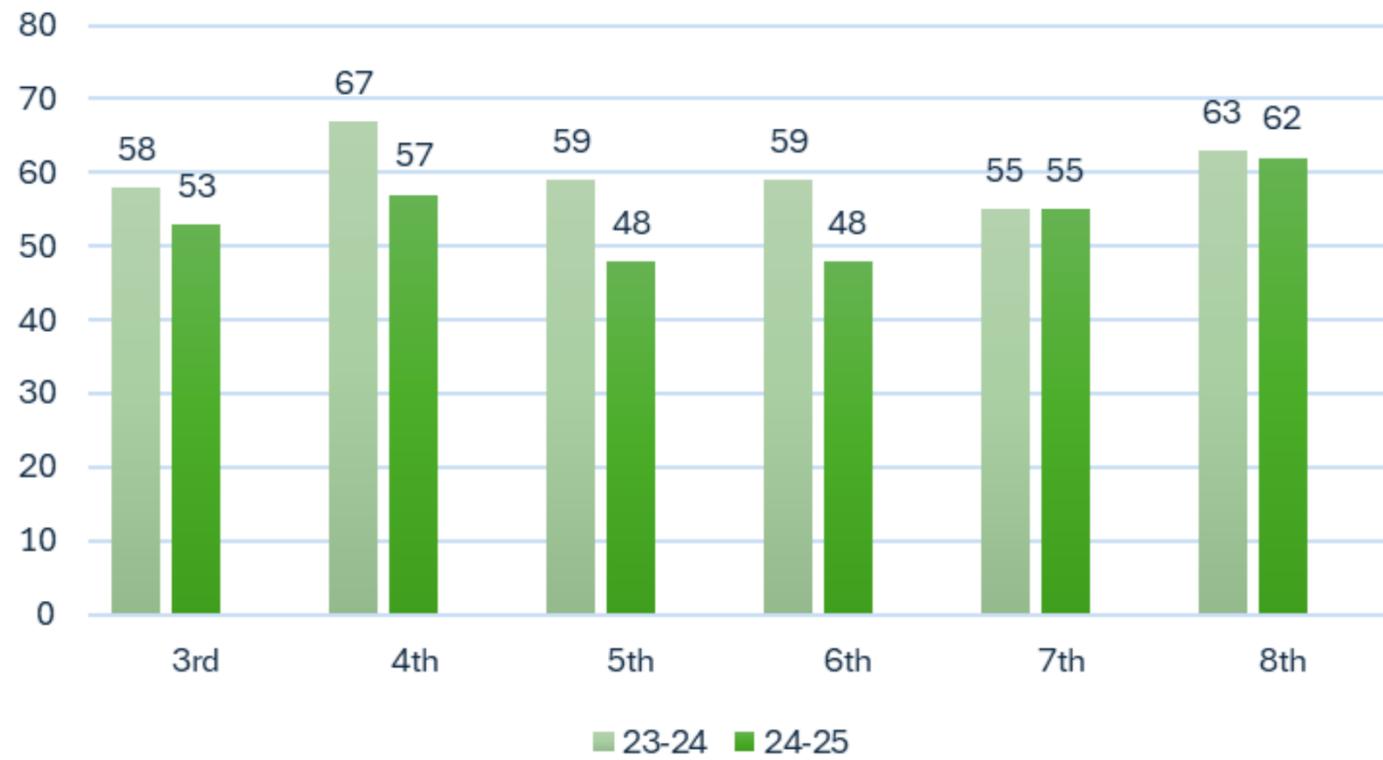
PROGRAM PARTICIPATION BY GRADE (LOCAL)



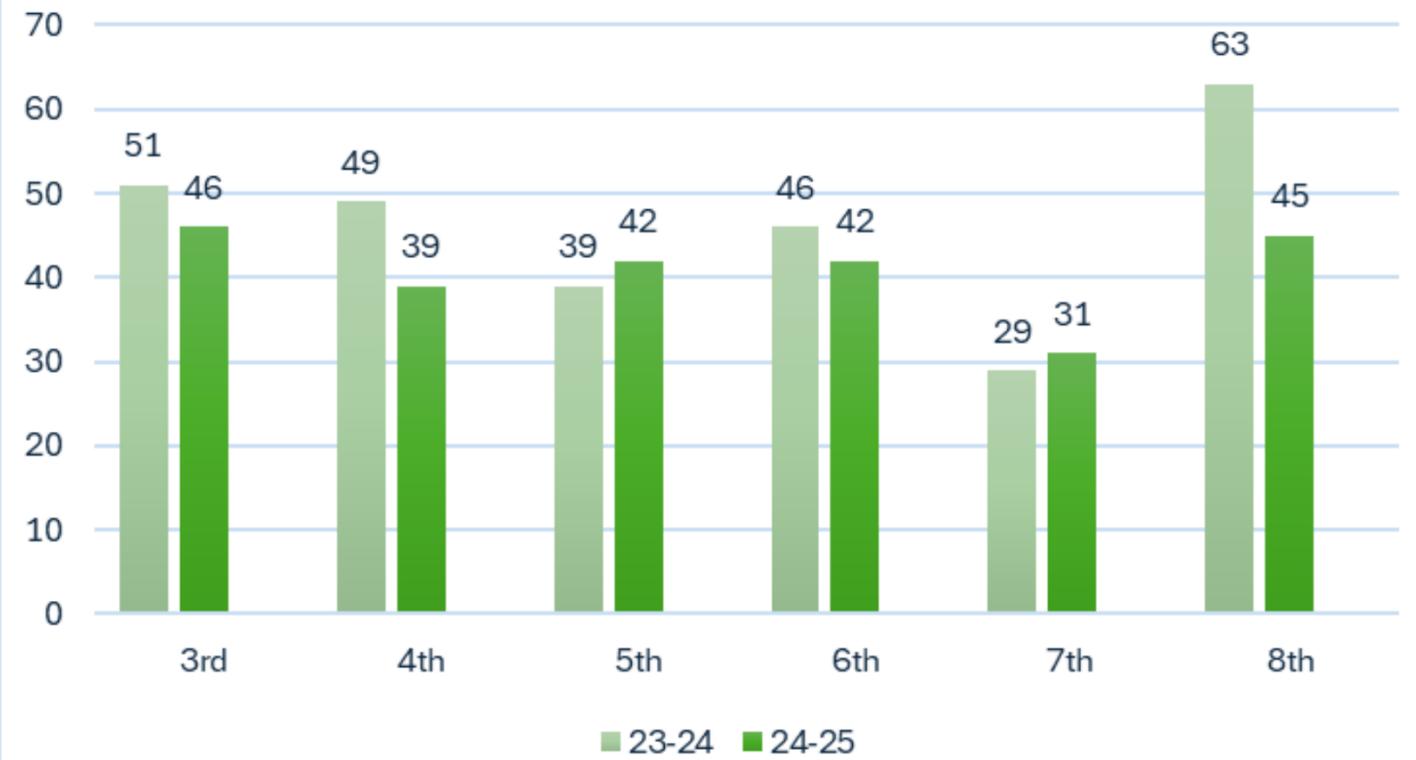


ACADEMIC PROGRESS

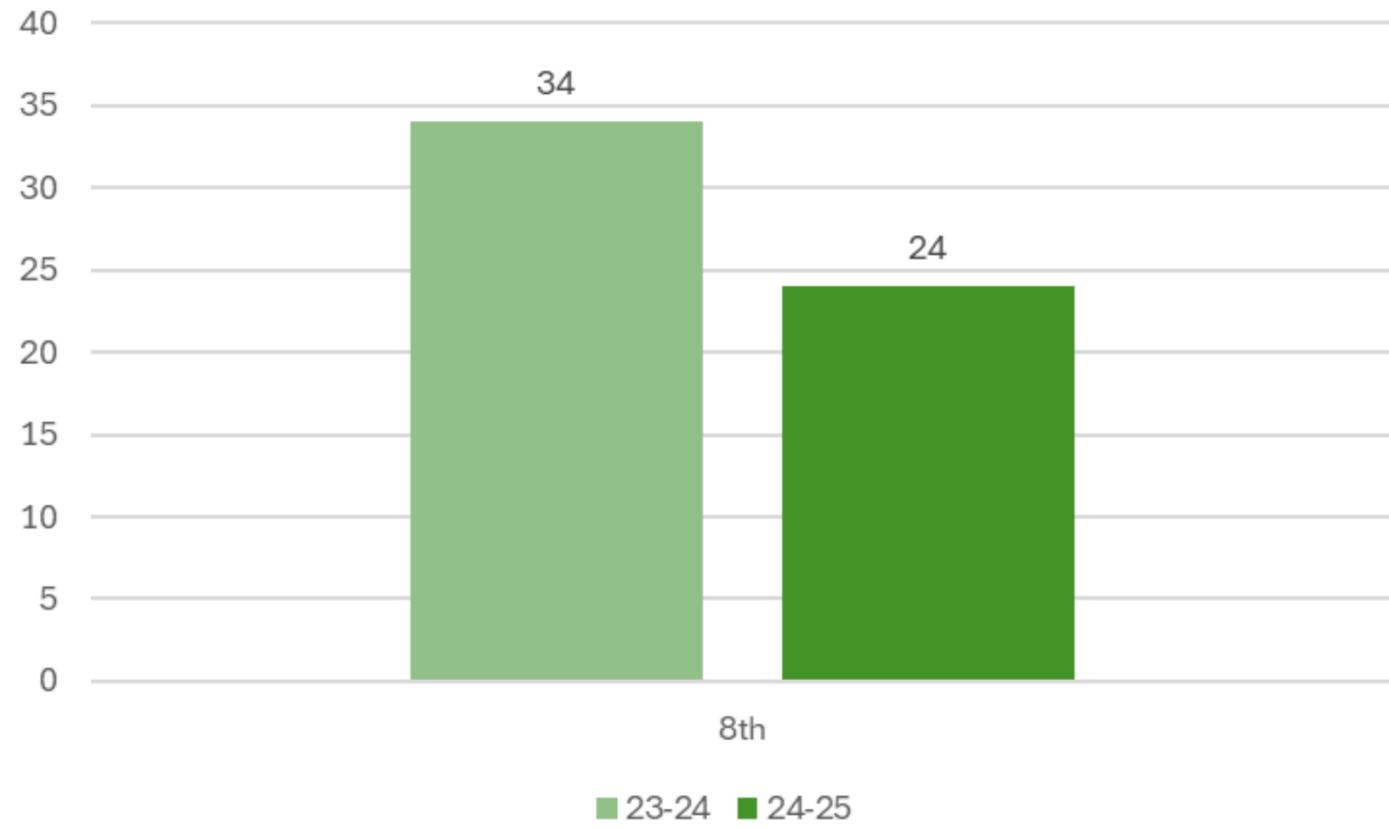
STAAR Reading



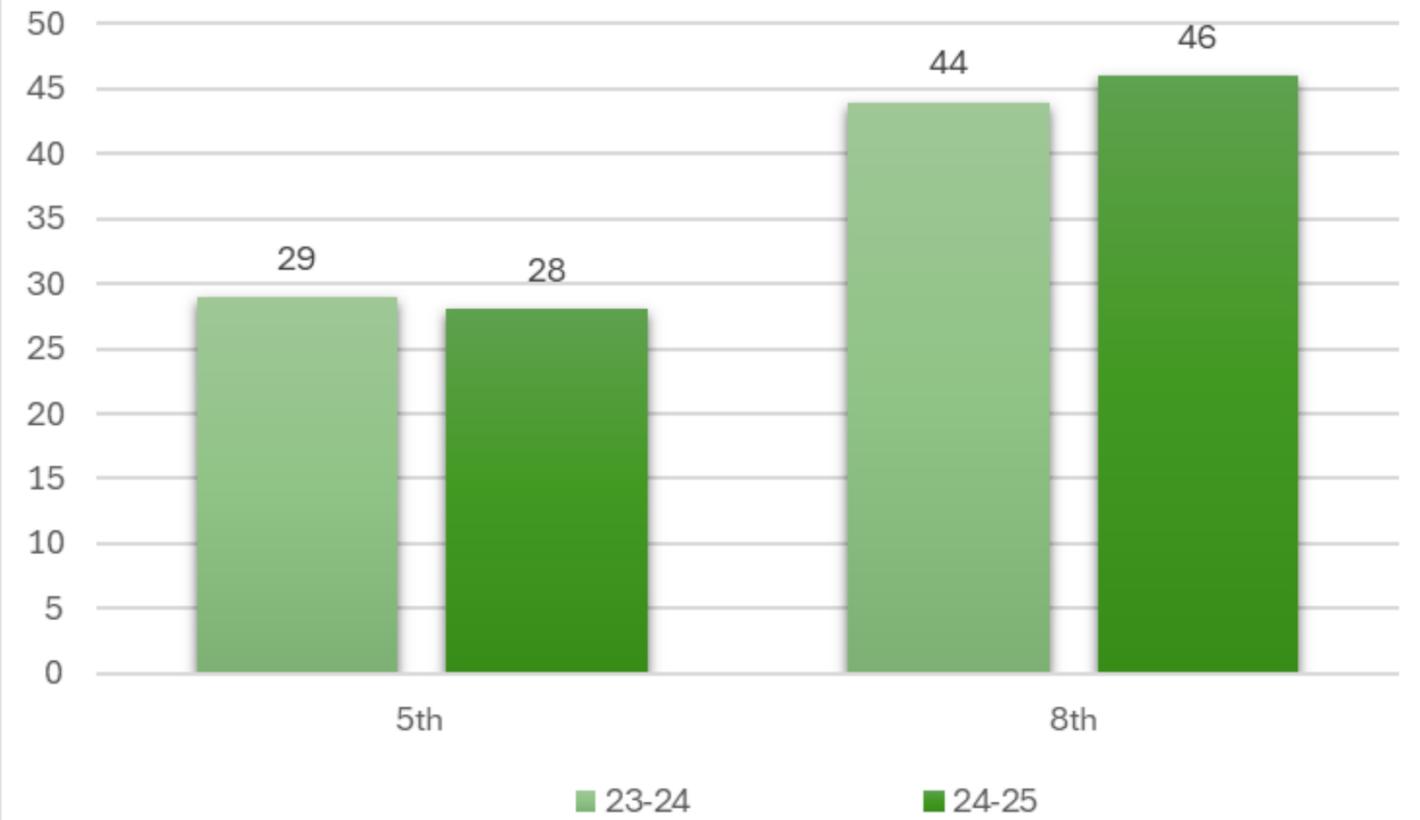
STAAR Math



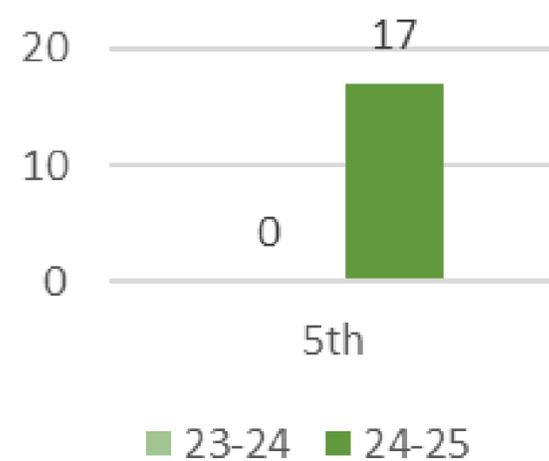
Social Studies



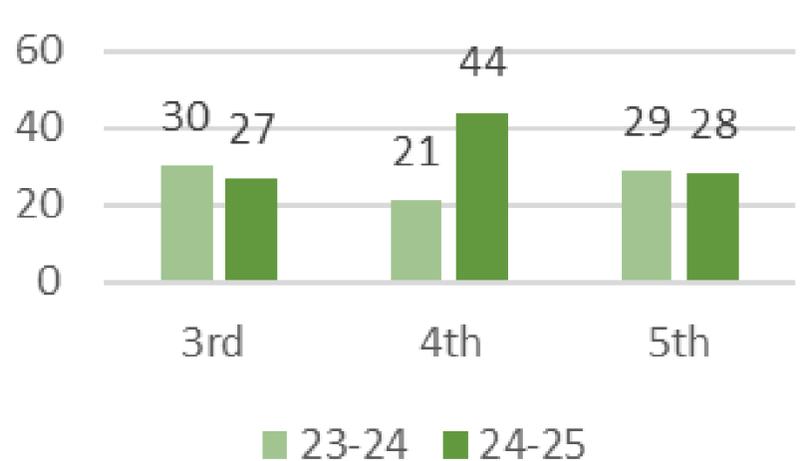
STAAR Science



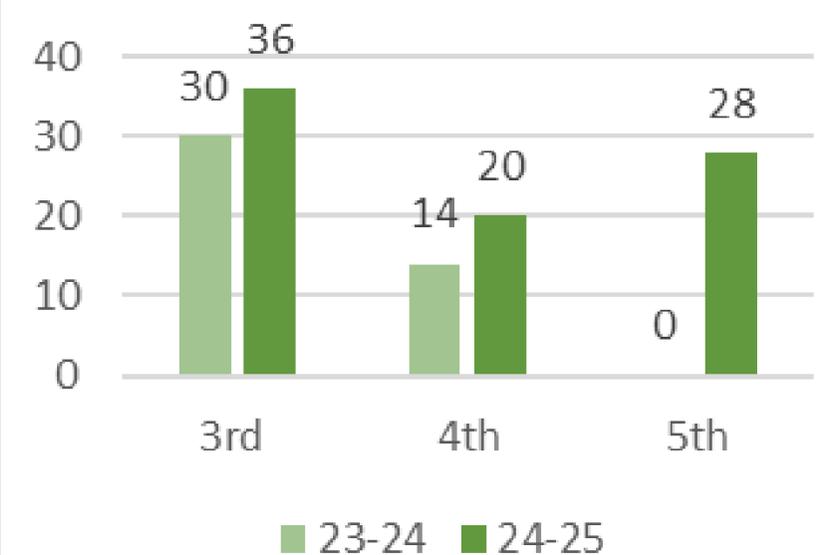
STAAR Science Spanish



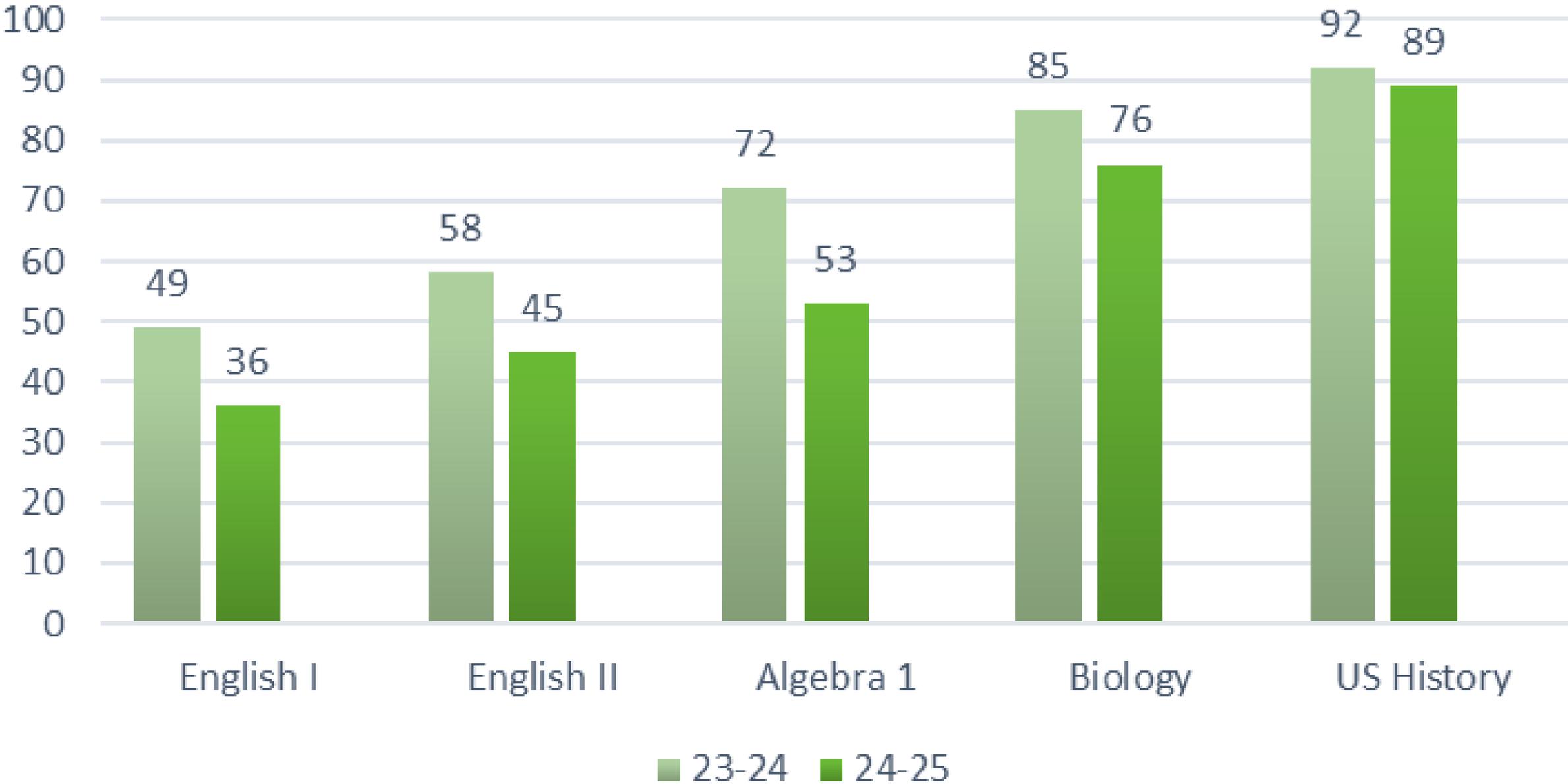
STAAR Reading Spanish



STAAR Math Spanish



STAAR EOC



STAAR- MONITORED STUDENTS

Monitor Year 1	% Passing	# of Students
Grade 3 Reading	100	5
Grade 3 Math	100	5
Grade 4 Reading	100	7
Grade 4 Math	71	5
Grade 5 Science	52	12
Grade 5 Reading	100	22
Grade 5 Math	83	19
Grade 6 Reading	100	33
Grade 6 Math	78	25
Grade 7 Reading	100	27
Grade 7 Math	81	17
Grade 8 Reading	96	24
Grade 8 Math	71	20
Grade 8 Social Studies	55	16
Grade 8 Science	86	25
English I	87	13
English II	100	26
Algebra 1	80	12
Biology	92	12
US History	100	23

Monitor Year 2	% Passing	# of Students
Grade 3 Reading	100	7
Grade 3 Math	100	7

STAAR- FORMER EB

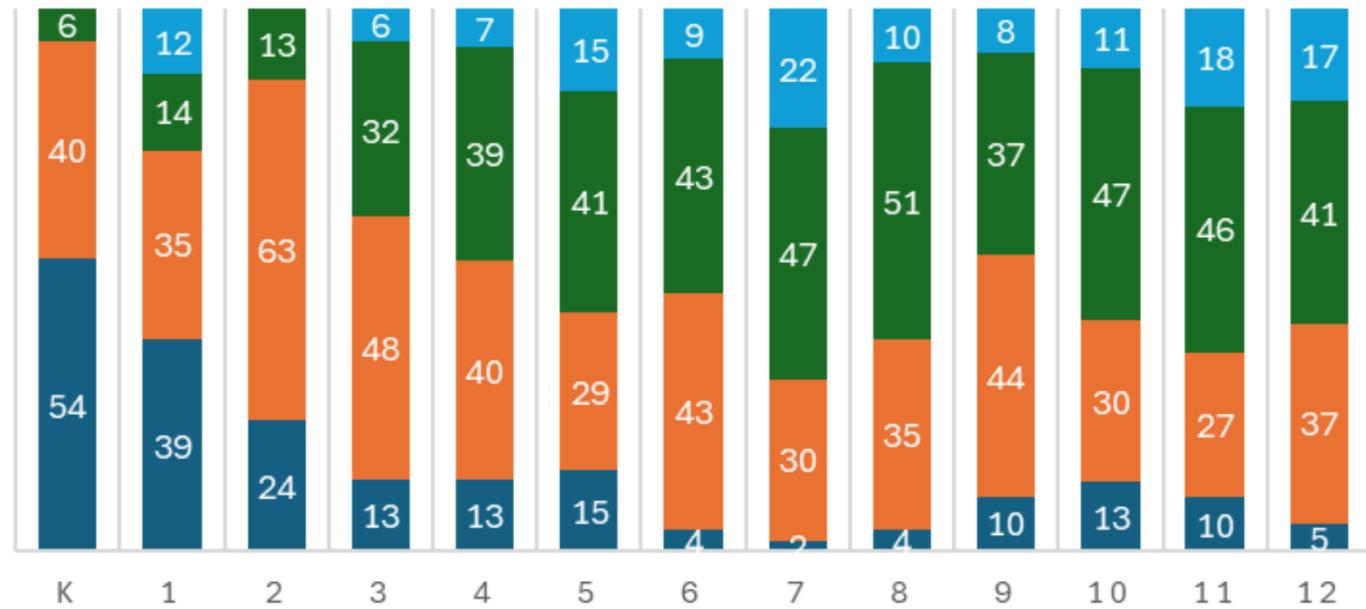
Former EB	% Passing	# of Students
Grade 6 Reading	88	7
Grade 6 Math	63	5
Grade 7 Reading	100	13
Grade 7 Math	89	8
Grade 8 Reading	93	14
Grade 8 Math	75	12
Grade 8 Social Studies	71	15
Grade 8 Science	76	16
English I	98	43
English II	98	42
Algebra 1	75	27
Biology	100	42
US History	100	55



ENGLISH PROFICIENCY

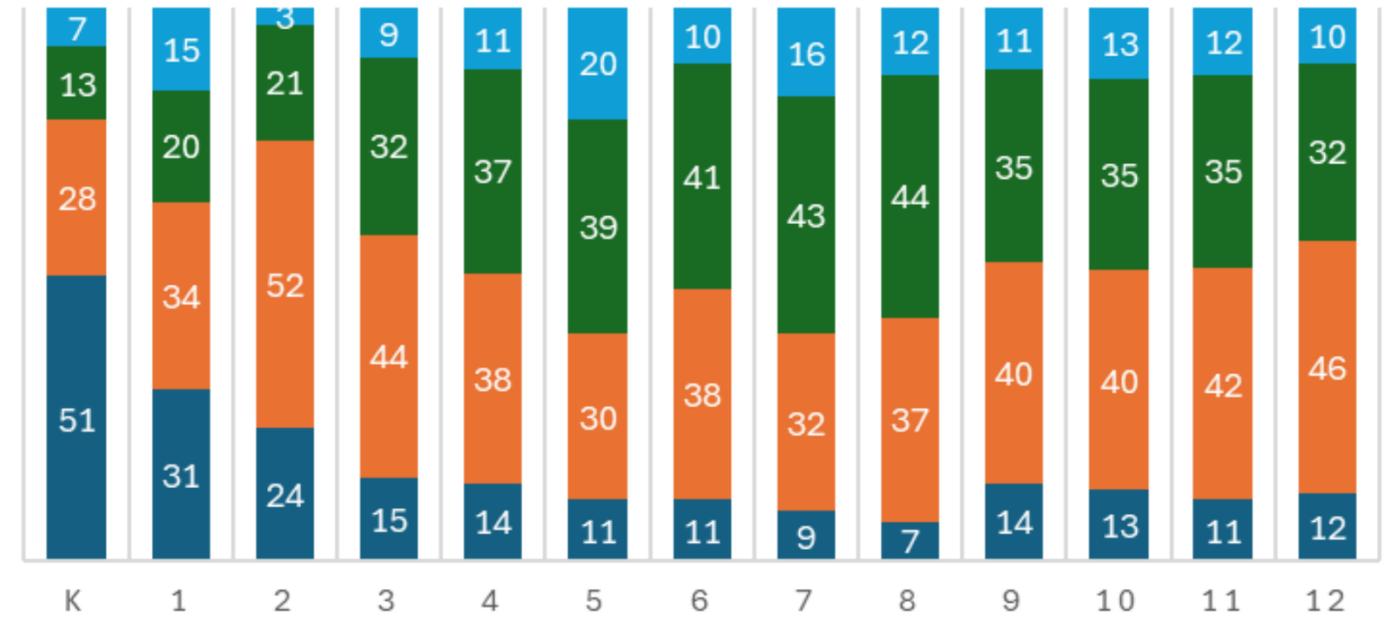
TELPAS COMPOSITE RATING (HISD)

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



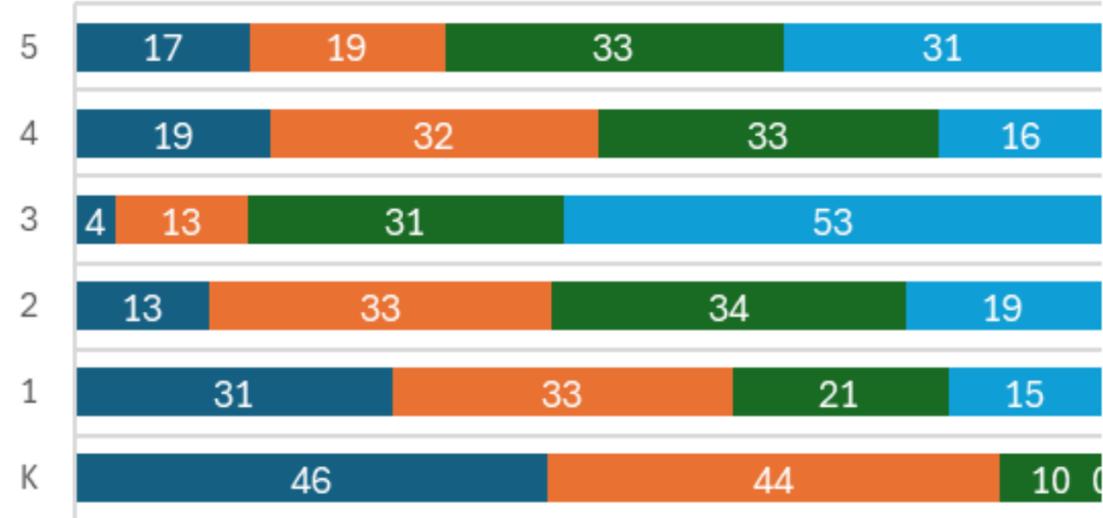
TELPAS COMPOSITE RATING (STATEWIDE)

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



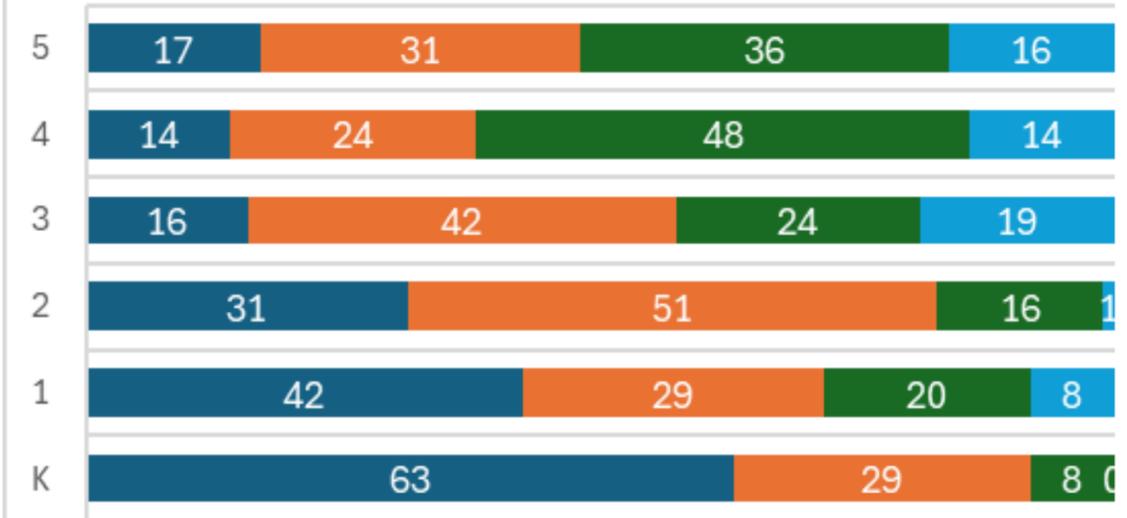
K-5 TELPAS LISTENING

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



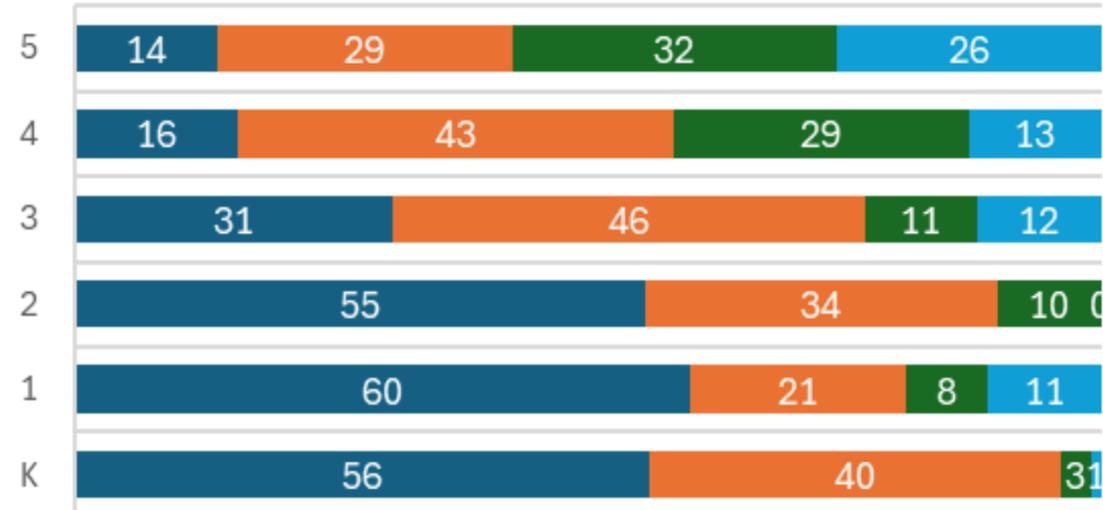
K-5 TELPAS SPEAKING

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



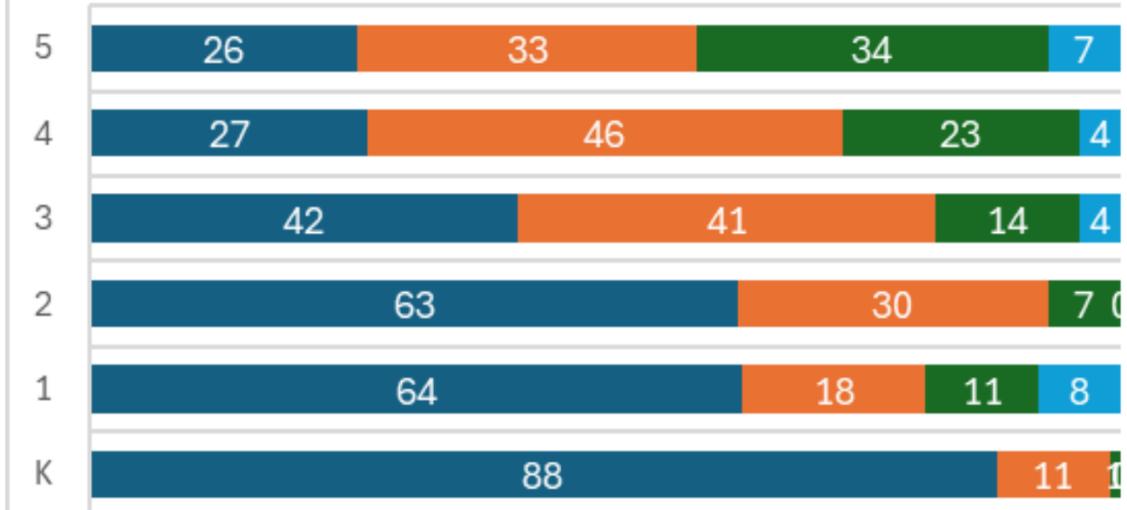
K-5 TELPAS READING

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



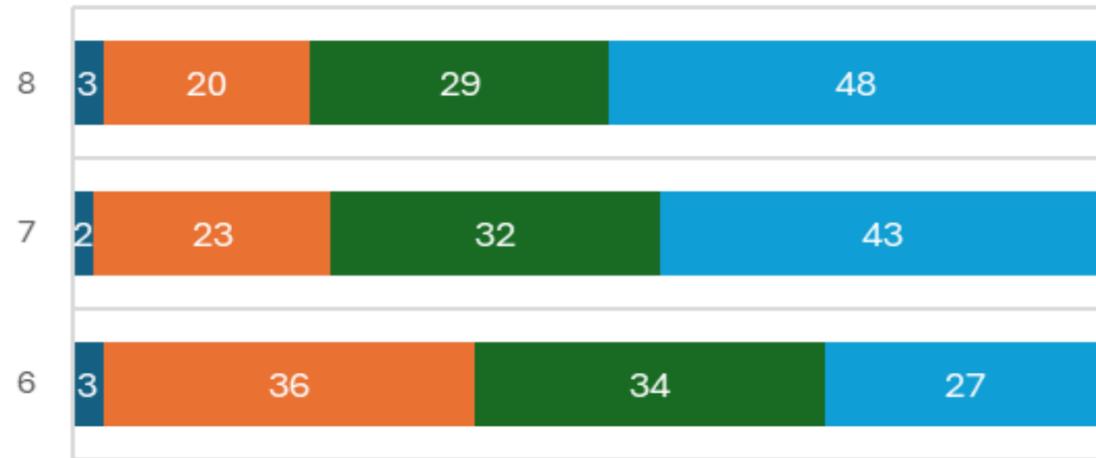
K-5 TELPAS WRITING

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



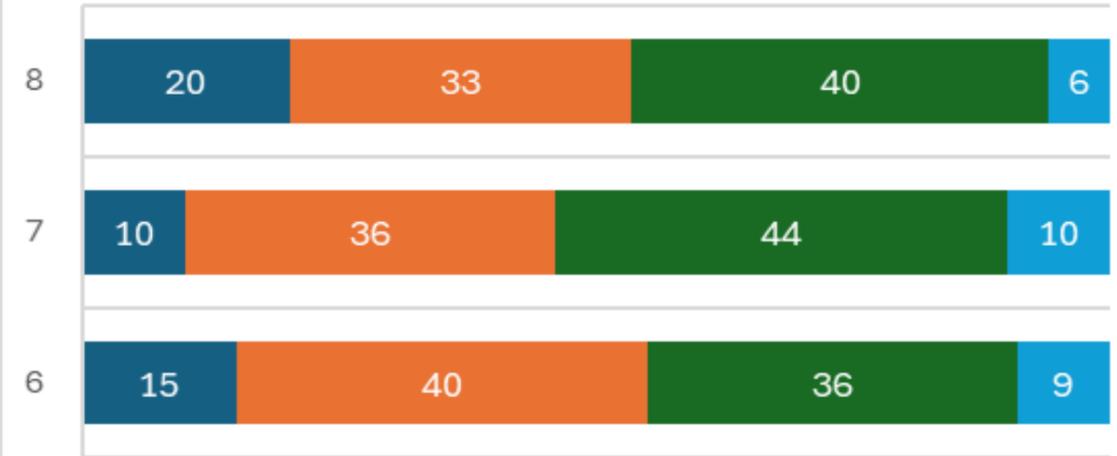
6-8 TELPAS LISTENING

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



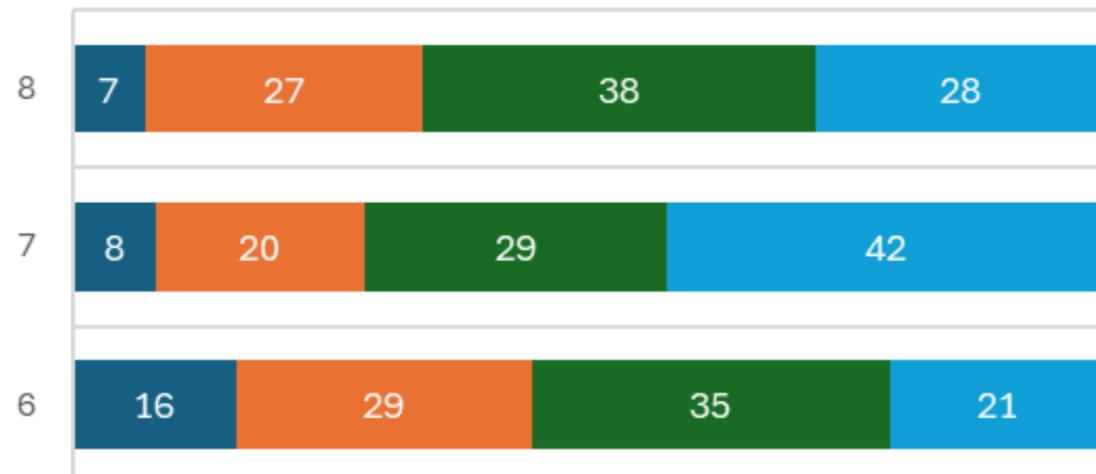
6-8 TELPAS SPEAKING

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



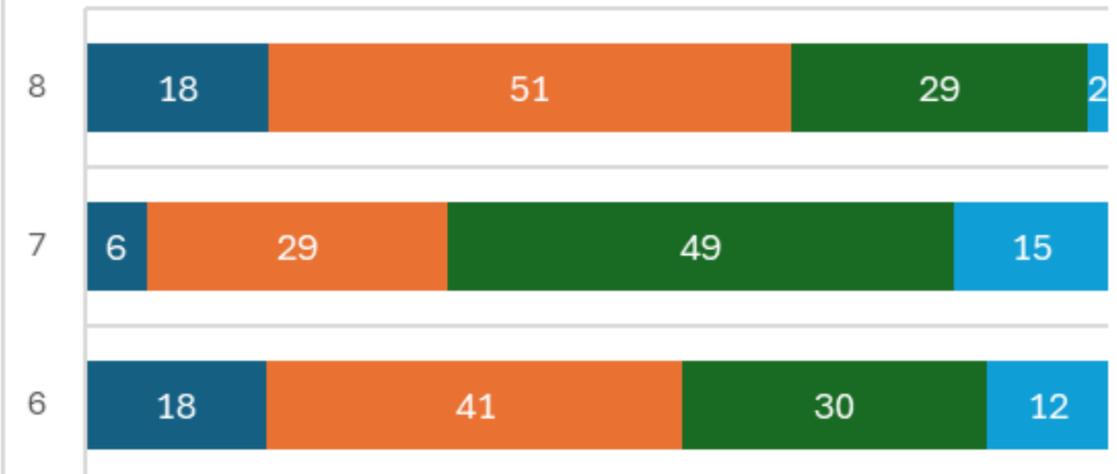
6-8 TELPAS READING

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



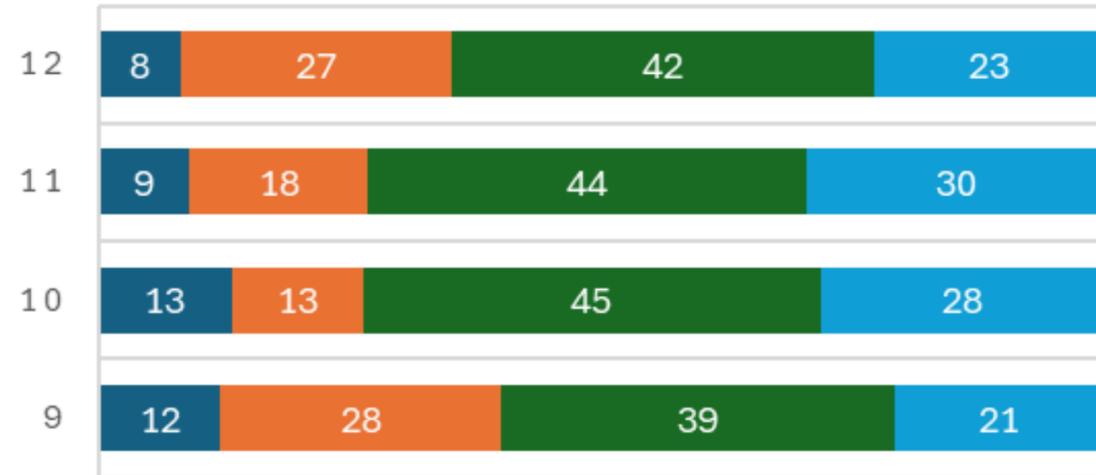
6-8 TELPAS WRITING

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



9-12 TELPAS LISTENING

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



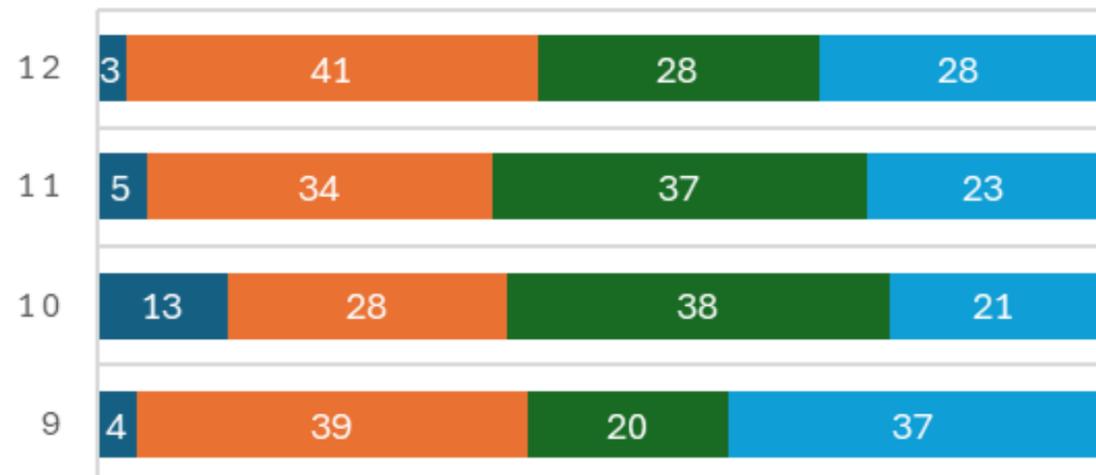
9-12 TELPAS SPEAKING

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



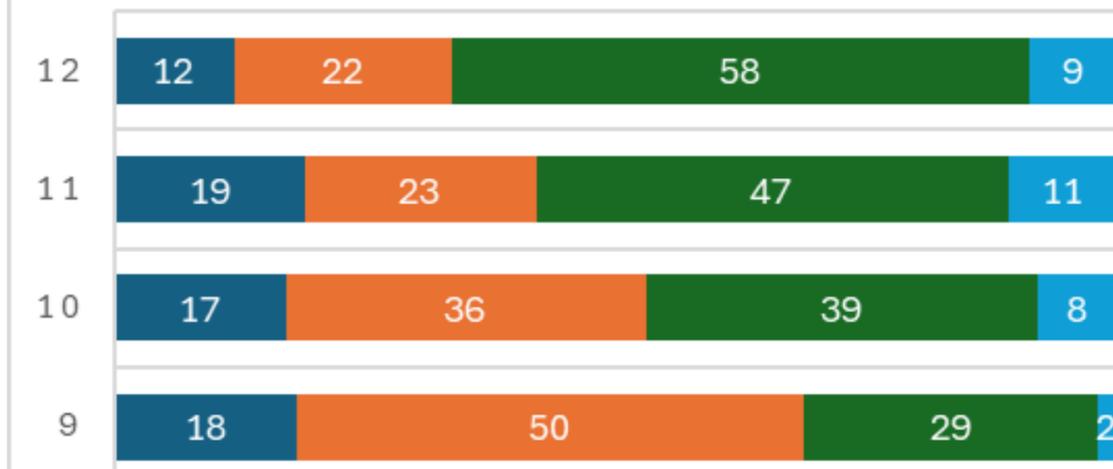
9-12 TELPAS READING

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



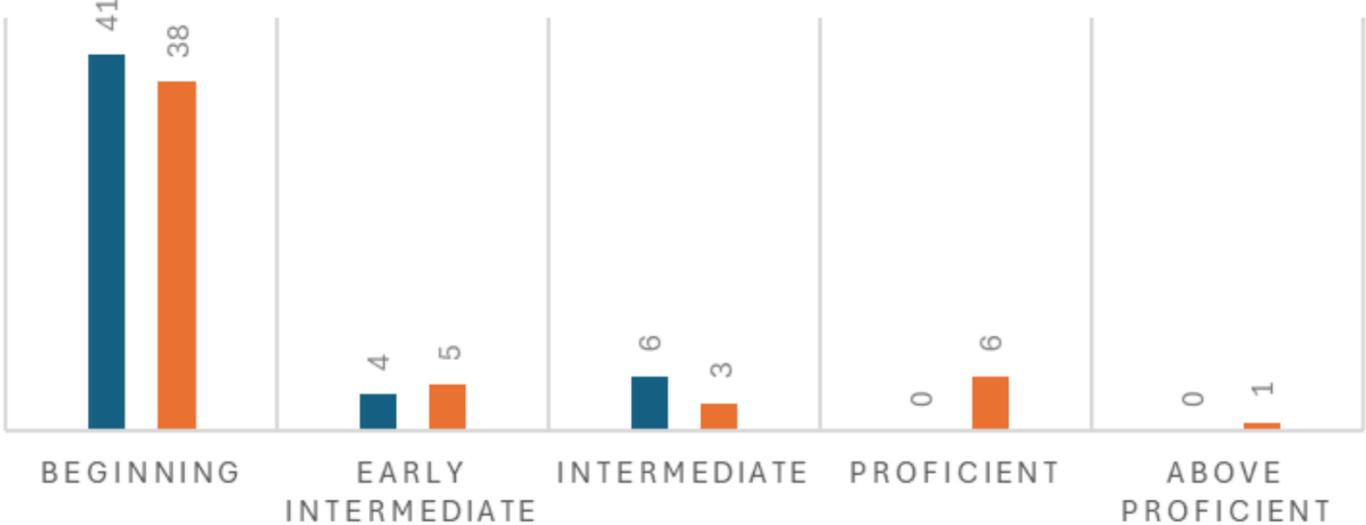
9-12 TELPAS WRITING

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



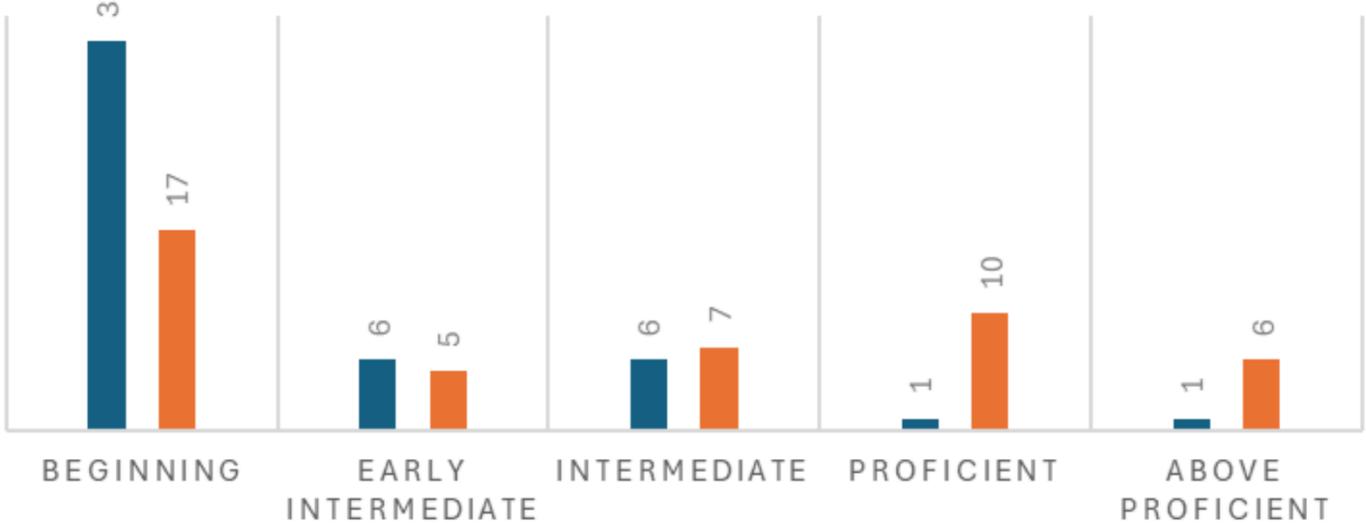
PK PRELAS ENGLISH LANGUAGE ASSESSMENT

■ Initial ■ EOY



PK PRELAS SPANISH LANGUAGE ASSESSMENT

■ Initial ■ EOY



RECLASSIFICATION



Reclassification- Local

Grade Level	2023-2024	2024-2025
1	4	5
2	5	0
3	8	3
4	18	7
5	18	8
6	9	8
7	6	17
8	5	9
9	12	5
10	14	5
11	7	10
12	2	2
TOTAL	108	79

Reclassification- TOPS

Grade Level	# of Student 23-24	# of Student 24-25
3	0	4
4	1	1
5	4	5
6	15	7
7	20	20
8	18	8
9	10	6
10	8	14
11	16	3
12	5	1
TOTAL	97	69



BILINGUAL EXCEPTION & ESL WAIVER

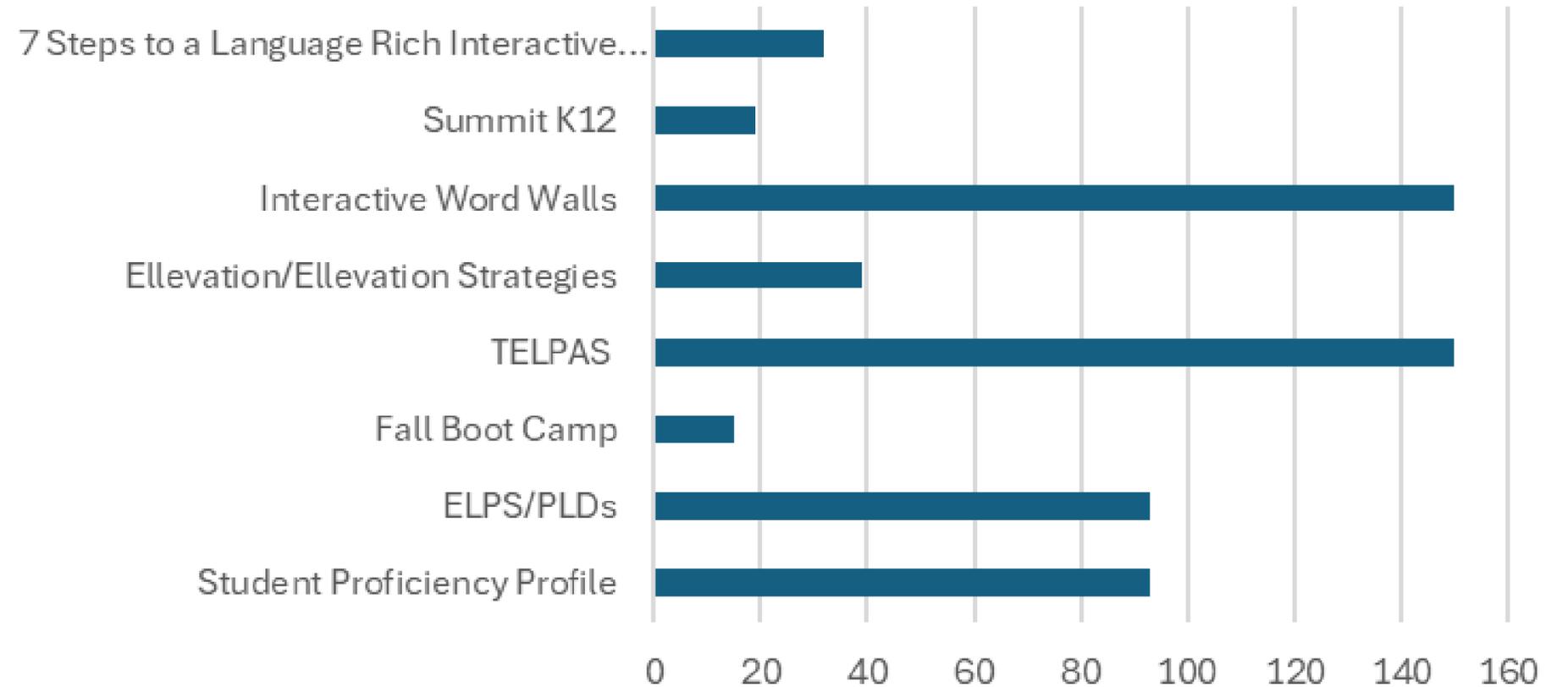
BILINGUAL EXCEPTION	23 bilingual certified teachers needed
ESL WAIVER	36 ESL certified teachers needed
STUDENTS IMPACTED	Bilingual: 308 ESL: 307
CERTIFICATION SUPPORT	Certification training opportunities: TEA & Region 6 Test Reimbursement ESL Certification Stipend & Bilingual Certification Stipend
OTHER	Professional Learning Coaching Support Recruitment



Additional Professional Learning Opportunities

- Title III Symposium
- Region 6 Bilingual/ESL Conference
- Content-Based Language Instruction

Professional Learning





ADDITIONAL INFORMATION

PK/K Summer School

- Required program
- All PK/K EB students invited
- Lower attendance
- 33 total students



EB Summer Camp

- Grades 1-5
- 70 + students
- Two weeks
- Hands-on activities focused on the four language domains
- Take home resources



TELPAS Celebrations/Boot Camp

- Silent Disco
- Ice Cream Floats
- Goal Setting
- Test Preparation
 - reviewed each domain
 - test format
 - misconceptions
 - item types

Programs

- Imagine Learning (PK)
- Rosetta Stone
- Summit K12
- Estrellita
- Vista, Get Ready



Expenditures

- Technology-Newcomer Students
- Classroom Resources
- Summer School
 - staff salaries
 - supplies
- Ellevation
- Seidlitz Consultant
- ESC 6 Service Fee
- Professional Learning/Travel Expenses
- Assessments for Identification and Reclassification
- Salaries/Stipends

25-26 Action Steps

- Developing Academic Language in All Classrooms
- Program Implementation Support
- Content-Based Language Instruction
- Continue recruitment efforts for Bilingual teachers
- Continue ESL certification support for current teachers
- Targeted plans based on assessment data



Huntsville Independent School District

Building Champions. Every One. Every Day.

Thank you.



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HUNTSVILLE INDEPENDENT SCHOOL DISTRICT



BILINGUAL AND ESL PROGRAM EVALUATION 2024-2025

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Huntsville Independent School District

2024-2025 Bilingual and ESL Program Evaluation

Huntsville ISD offers both a Spanish Bilingual Program and an English as a Second Language (ESL) Program to support Emergent Bilingual (EB) students. During the 2024–2025 school year, the Transitional Bilingual Early Exit Program served students in grades Pre-Kindergarten through 5, while the ESL Program served students in grades Pre-Kindergarten through 12. As of the Fall PEIMS submission, 1,533 Emergent Bilingual students were enrolled, a decrease from the 1,684 students enrolled in the fall of the 2023–2024 school year. Local enrollment also experienced a slight decline, from 1,133 students in 2023–2024 to 1,084 in 2024–2025 at the time of the Fall PEIMS submission.

Figure 1

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 3 Possible Years

	2022 - 2023			2023 - 2024			2024 - 2025		
	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent
Huntsville H S	290	1,797	16.14%	325	1,847	17.60%	312	1,882	16.58%
Mance Park Middle	178	904	19.6903	167	882	18.9342	263	1298	20.2619
Stewart EL	100	488	20.4918	112	531	21.0923	21	547	3.8391
Samuel Houston EL	21	437	4.8055	25	437	5.7208	153	760	20.1316
Scott Johnson EL	119	591	20.1354	125	559	22.3614	174	879	19.7952
Huntsville EL	141	603	23.3831	137	601	22.7953	161	670	24.0299
Gibbs Pre-K Center	52	291	17.8694	53	301	17.608			
Huntsville INT	177	827	21.4027	189	831	22.7437			
Texas Online Preparatory EL	181	1334	13.5682	126	1026	12.2807	51	646	7.8947
Texas Online Preparatory Middle	206	1941	10.6131	279	2120	13.1604	244	2050	11.9024
Texas Online Preparatory H S	129	2100	6.1429	146	2183	6.688	154	2228	6.912
Huntsville ISD	1594	11313	14.09	1684	11318	14.879	1533	10960	13.9872

Source: On Data Suite

The Home Language Survey is the first step in identifying students who may need support in learning English. The Home Language Survey (HLS) is a short questionnaire that parents or guardians fill out when a student first enrolls in a Texas public school. The Home Language Survey asks three questions. If a language other than English is listed on the survey, the student is evaluated using state-approved assessments. If the results of the assessment indicate that the student is not yet proficient in English, the Language Proficiency Assessment Committee will classify the student as an Emergent Bilingual and offer services through a Bilingual or ESL program to support their academic success.

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

In our local campuses, there are seventeen home languages represented, including English. The largest home language identified is Spanish. There are twenty-one languages represented in our online campuses.

Figure 2

2024-2025 Emergent Bilingual Students by Home Language (Local)

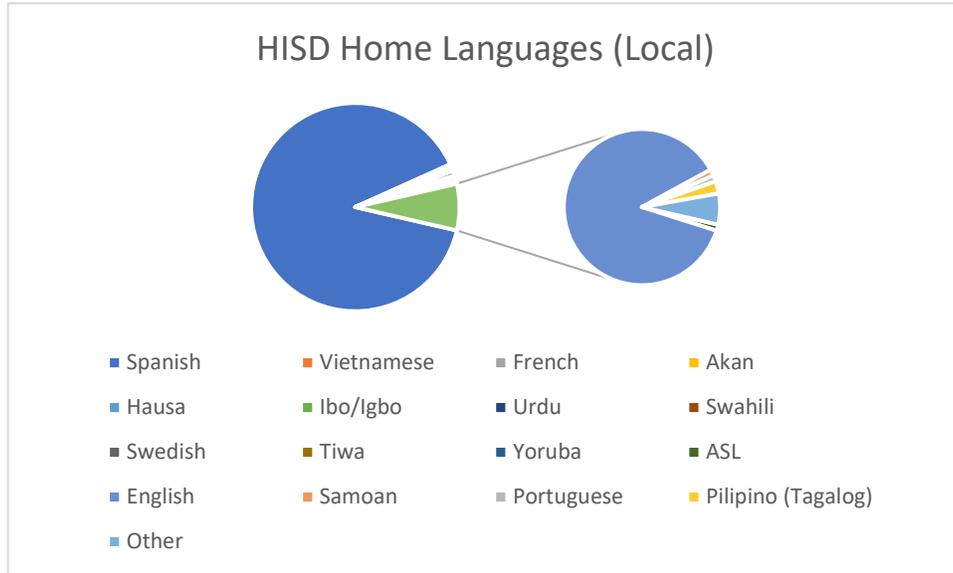
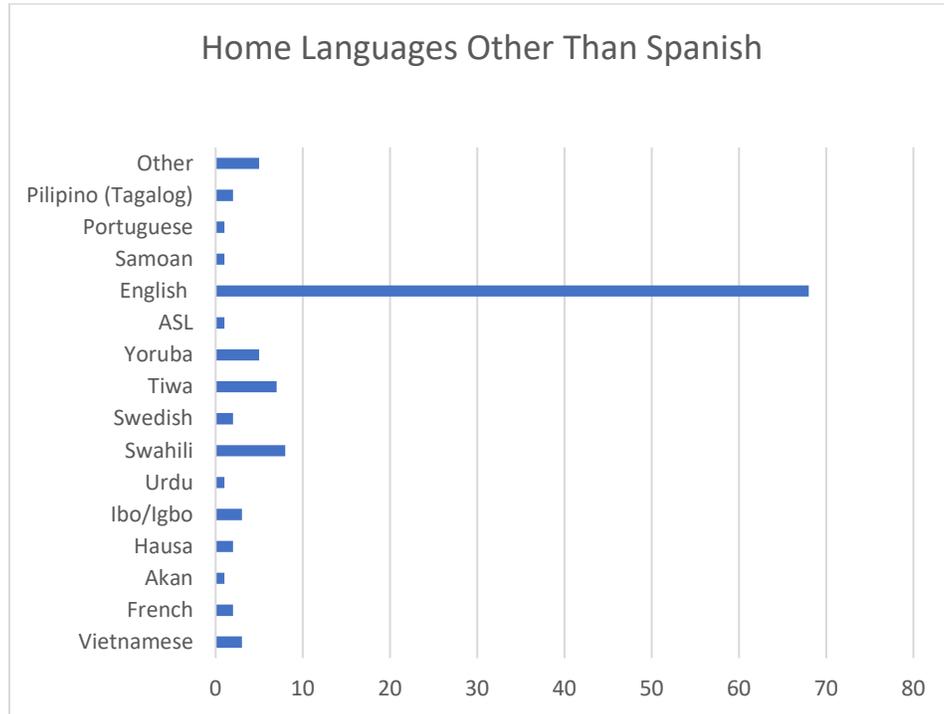


Figure 3

Emergent Bilingual Students by Home Languages Other Than Spanish (Local)



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 4

2024-2025 Emergent Bilingual Students by Home Language (TOPS)

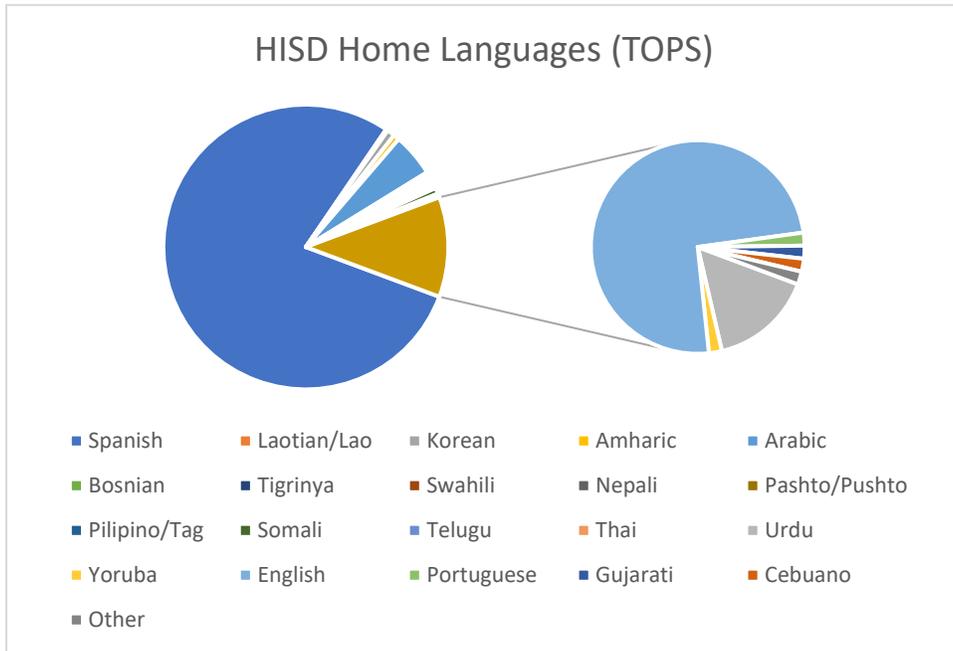
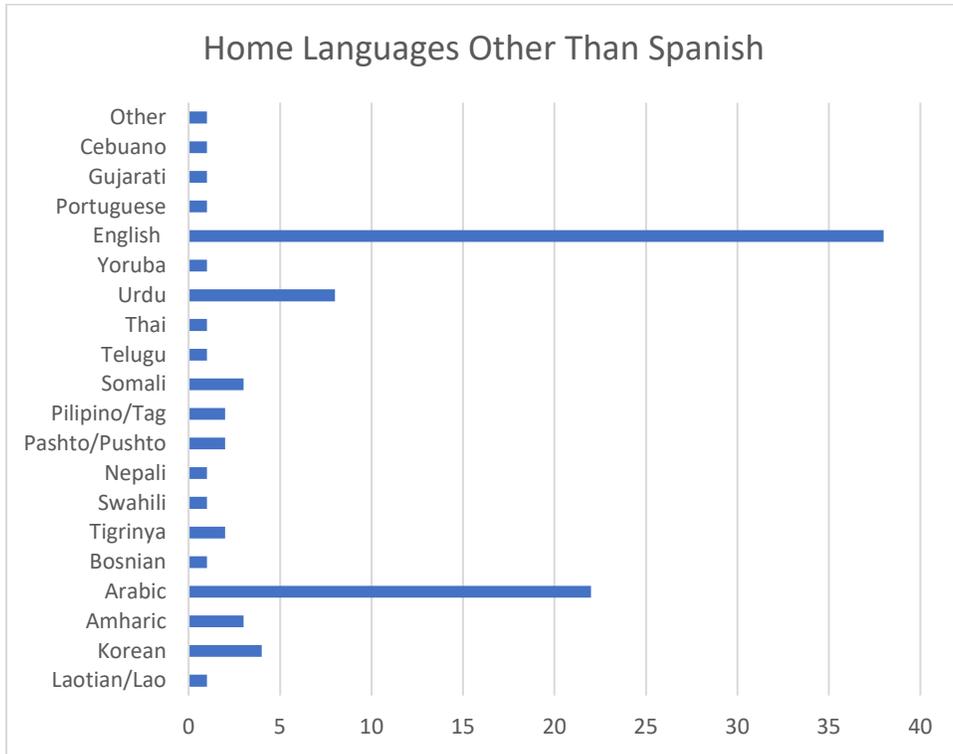


Figure 5

Emergent Bilingual Students by Home Languages Other Than Spanish (TOPS)



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

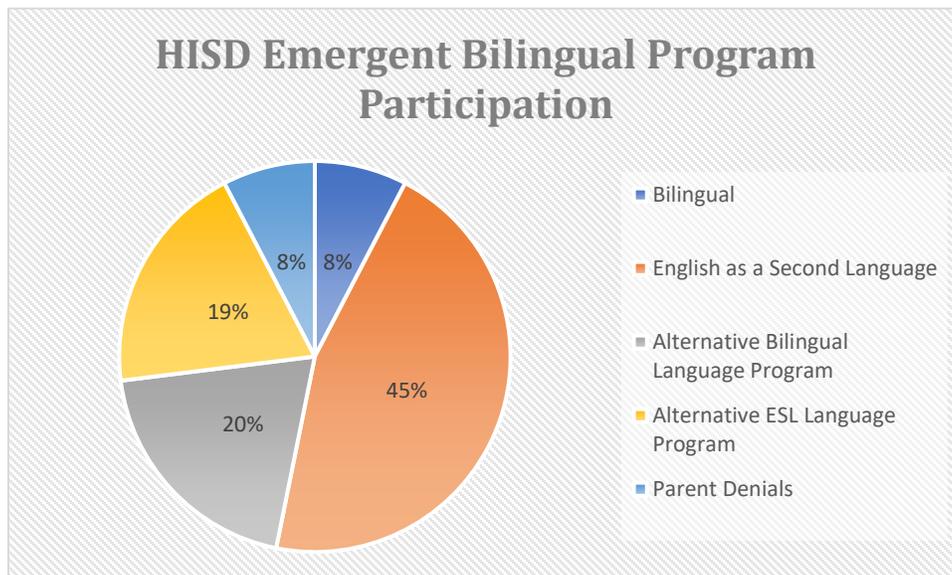
Huntsville ISD offers a Transitional Early Exit bilingual program. Starting in Prekindergarten, the bilingual program offers Emergent Bilingual students a structured progression of foundational skills in their native language, while gradually building proficiency in English. The primary language is used as a resource, and instruction in the primary language decreases as English is acquired.

The English as a Second Language program is designed to support Emergent Bilingual students in developing English language proficiency while learning grade-level academic content. All instruction is delivered in English, and teachers use specialized strategies to make lessons understandable and accessible. The goal is to help students become fluent in English and achieve academic success alongside their peers.

When teachers are not appropriately Bilingual or ESL certified, students participate in an Alternative Language Program. The teachers in the Alternative Language Program receive training in content-based language instruction, and students receive additional support from a bilingual instructional assistant, when applicable. 296 students were served under the Alternative Methods for ESL, and 304 students were served under the Alternative Methods for Bilingual Education.

Figure 6

2024-2025 HISD Emergent Bilingual Program Participation



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 7
Emergent Bilingual Program Participation- Local Campuses

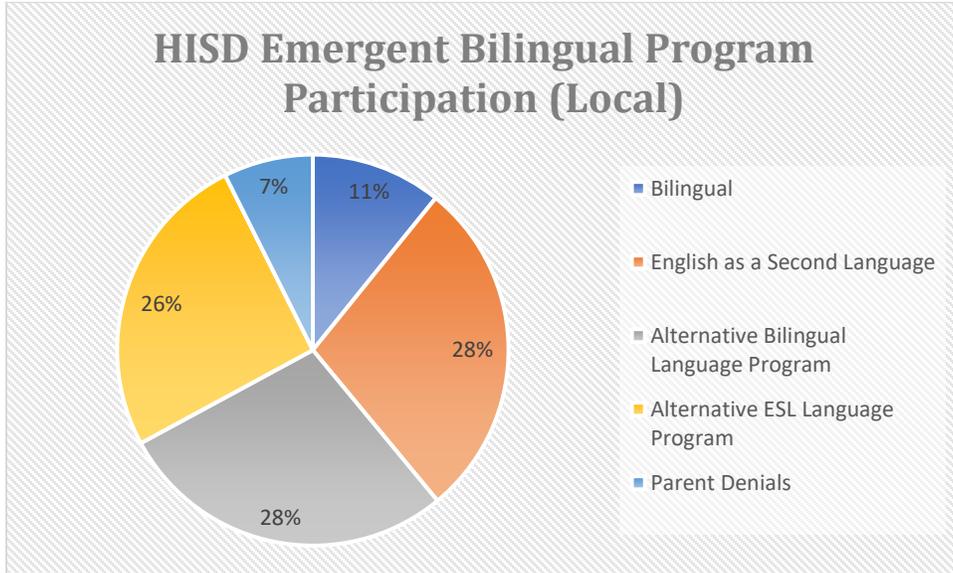
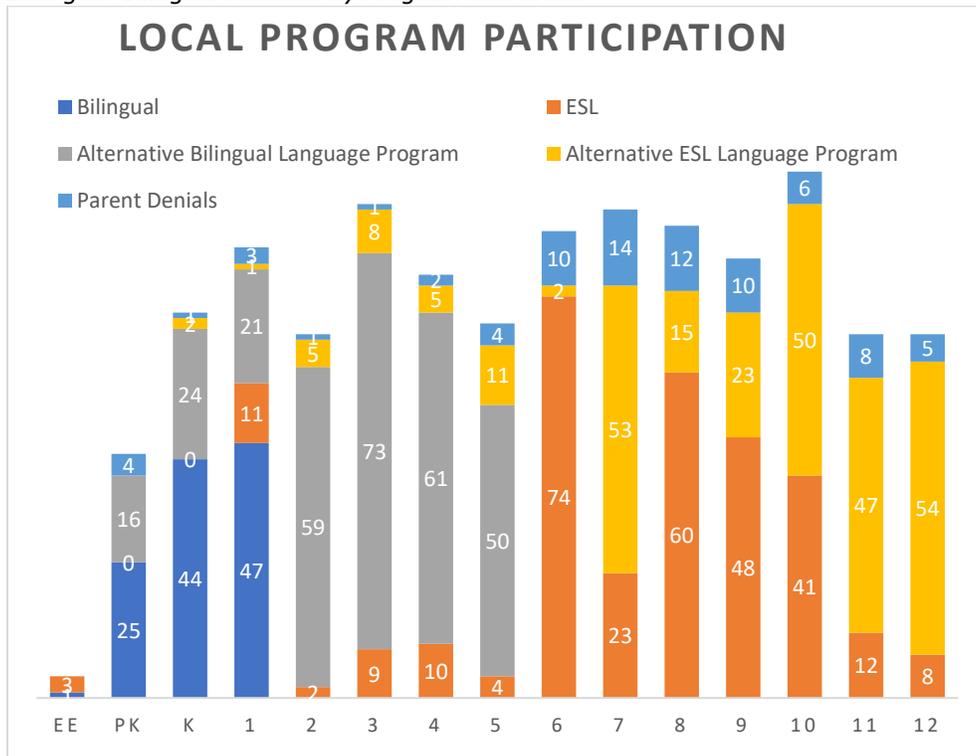


Figure 8
Number of Emergent Bilingual Students by Program and Grade



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT
EMERGENT BILINGUAL PROGRAMS
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR)
SPRING 2025 SUMMARY

The following charts compare the 2024 and 2025 STAAR passing percentages of Emergent Bilingual students in Huntsville ISD.

Figure 9

Emergent Bilingual Passing Percentage on STAAR Reading

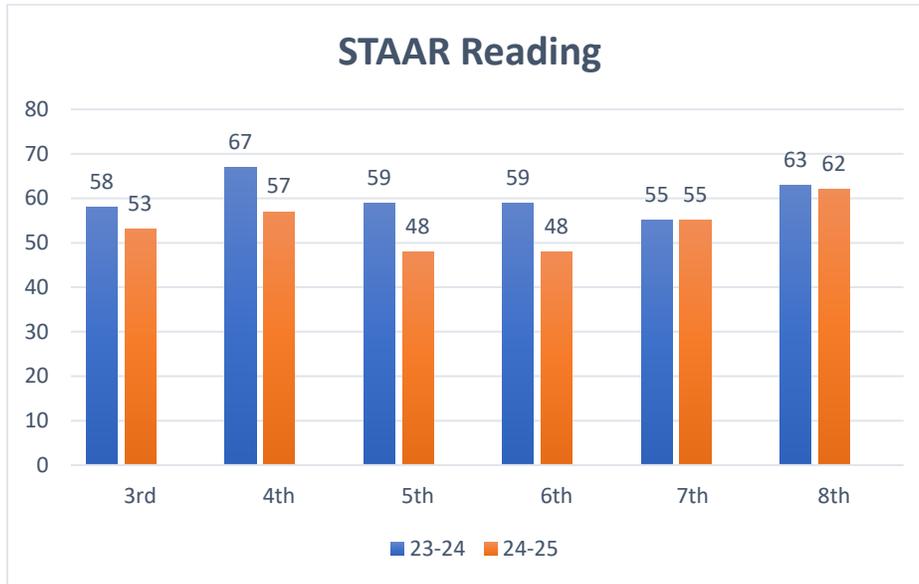
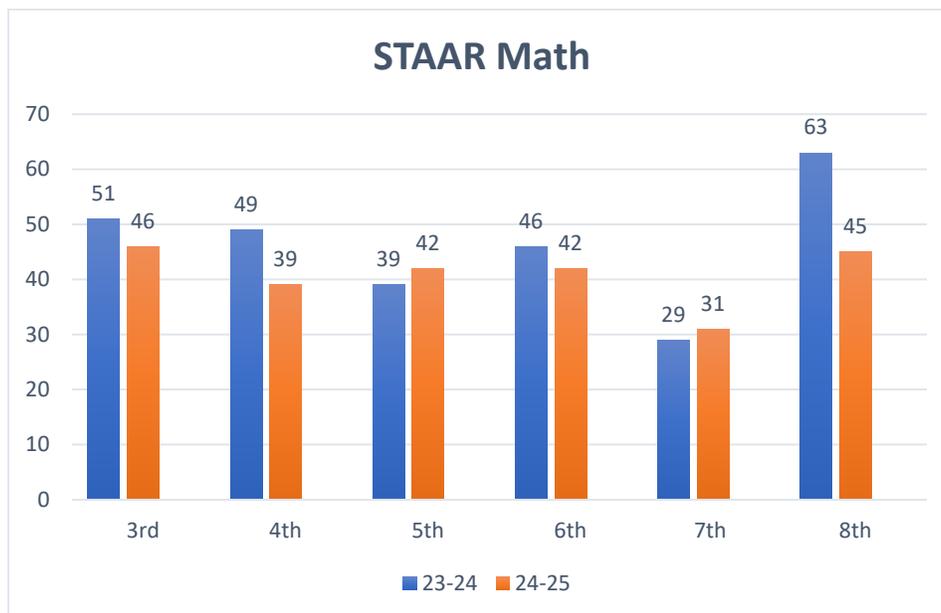


Figure 10

Emergent Bilingual Passing Percentage on STAAR Math



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EMERGENT BILINGUAL PROGRAMS

Figure 11

Emergent Bilingual Passing Percentage on STAAR Science

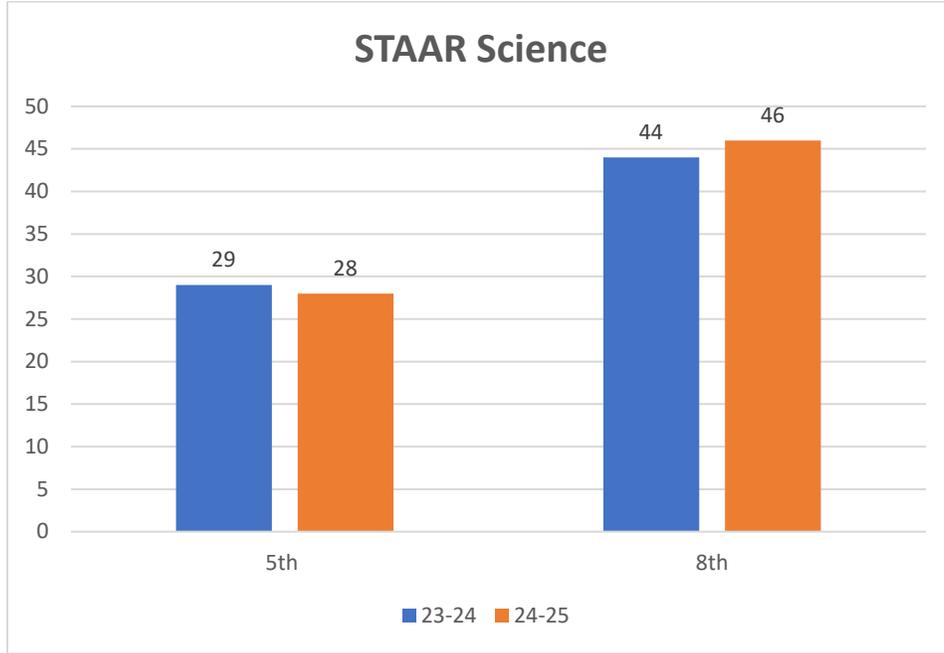
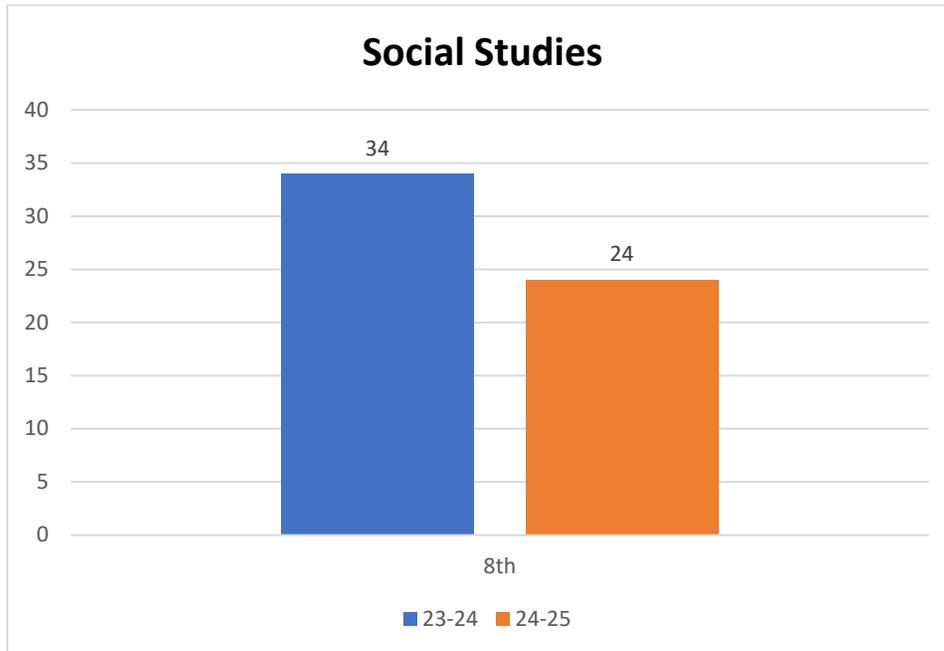


Figure 12

Emergent Bilingual Passing Percentage on STAAR Social Studies

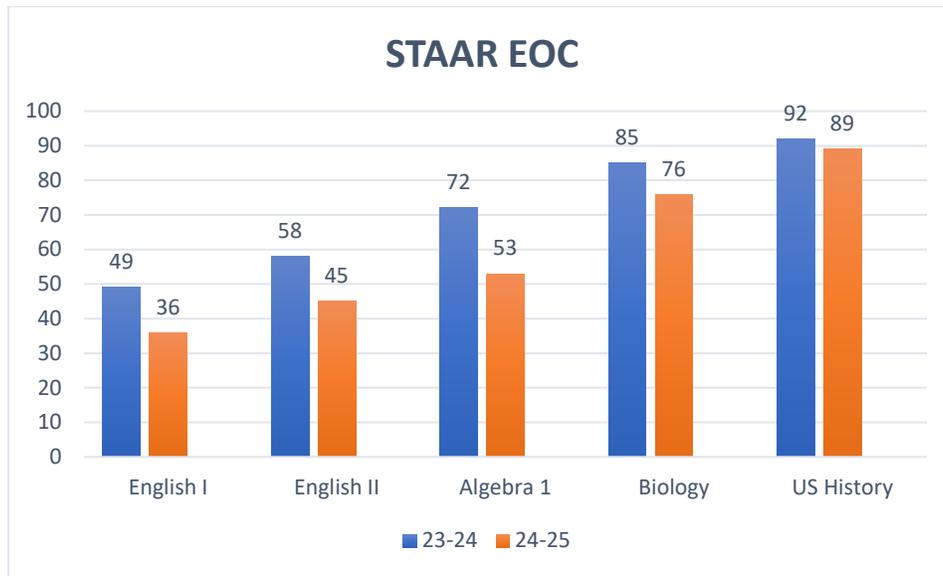


HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 13

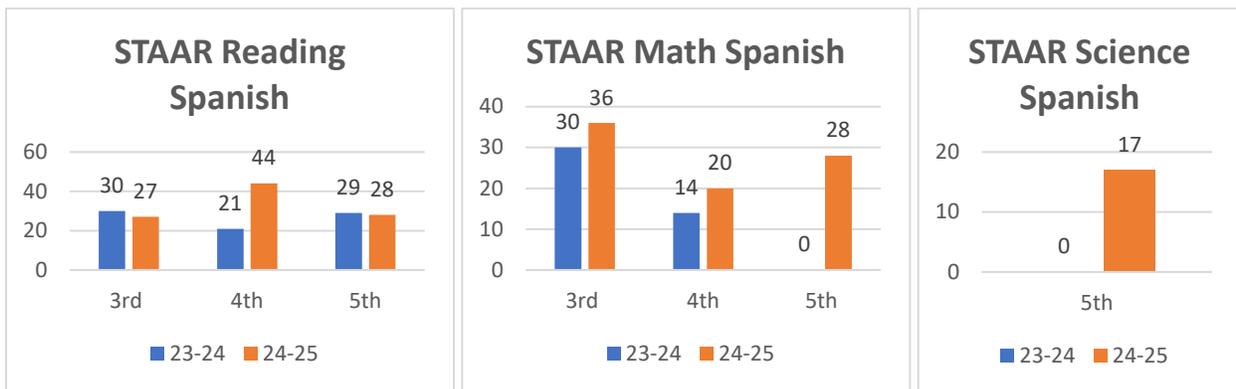
Emergent Bilingual Passing Percentage on STAAR End of Course Exams



STAAR Spanish is an online assessment available in mathematics, reading language arts (RLA), and science for students in grades 3–5. It is administered to eligible students for whom the Spanish version of the STAAR provides the most appropriate measure of their academic progress.

Figure 14

Emergent Bilingual Passing Percentage on STAAR Spanish Assessments



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Once students meet the criteria to exit the Emergent Bilingual program, the Language Proficiency Assessment Committee (LPAC) monitors their academic progress for two years to ensure continued success without language support. Figure 15 shows the percentage of students in their first and second year of monitoring who met the passing standards on the STAAR exams. Figure 16 presents the performance of students classified as former Emergent Bilinguals, those who have been exited from the program for five years or more, and their success rates on STAAR assessments.

Figure 15

Monitored Students' Passing Percentage on STAAR

Monitor Year 1	% Passing	# of Students
Grade 3 Reading	100	5
Grade 3 Math	100	5
Grade 4 Reading	100	7
Grade 4 Math	71	5
Grade 5 Science	52	12
Grade 5 Reading	100	22
Grade 5 Math	83	19
Grade 6 Reading	100	33
Grade 6 Math	78	25
Grade 7 Reading	100	27
Grade 7 Math	81	17
Grade 8 Reading	96	24
Grade 8 Math	71	20
Grade 8 Social Studies	55	16
Grade 8 Science	86	25
English I	87	13
English II	100	26
Algebra 1	80	12
Biology	92	12
US History	100	23

Monitor Year 2	% Passing	# of Students
Grade 3 Reading	100	7
Grade 3 Math	100	7

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 16

Former EB Passing Percentage on STAAR

Former EB	% Passing	# of Students
Grade 6 Reading	88	7
Grade 6 Math	63	5
Grade 7 Reading	100	13
Grade 7 Math	89	8
Grade 8 Reading	93	14
Grade 8 Math	75	12
Grade 8 Social Studies	71	15
Grade 8 Science	76	16
English I	98	43
English II	98	42
Algebra 1	75	27
Biology	100	42
US History	100	55

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)

Emergent Bilingual students in grades K-12 are assessed each spring using the Texas English Language Proficiency Assessment System (TELPAS) to track their progress in learning English. The graphs below present the TELPAS results for the 2024-2025 school year.

Figure 17

TELPAS Overall Composite Score Percentages by Grade Level (HISD)

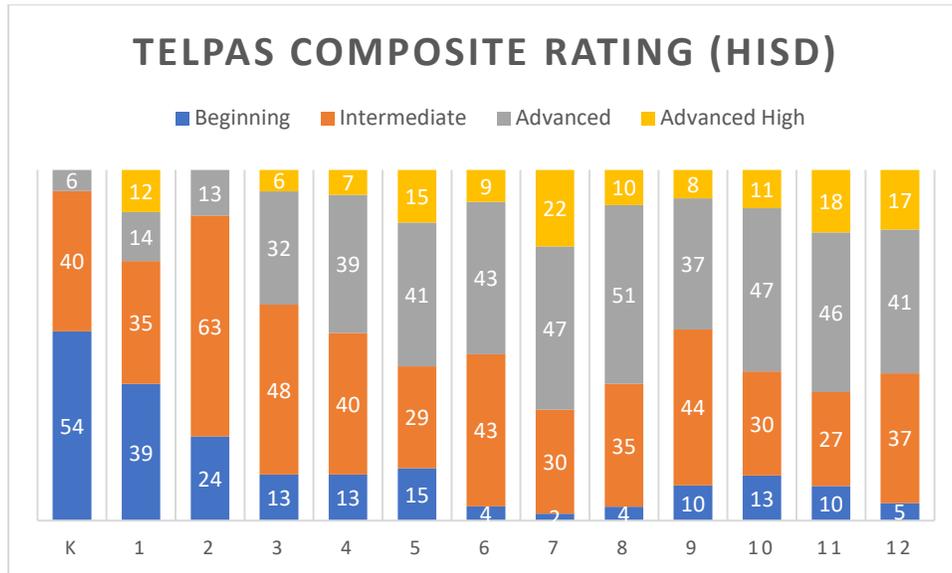
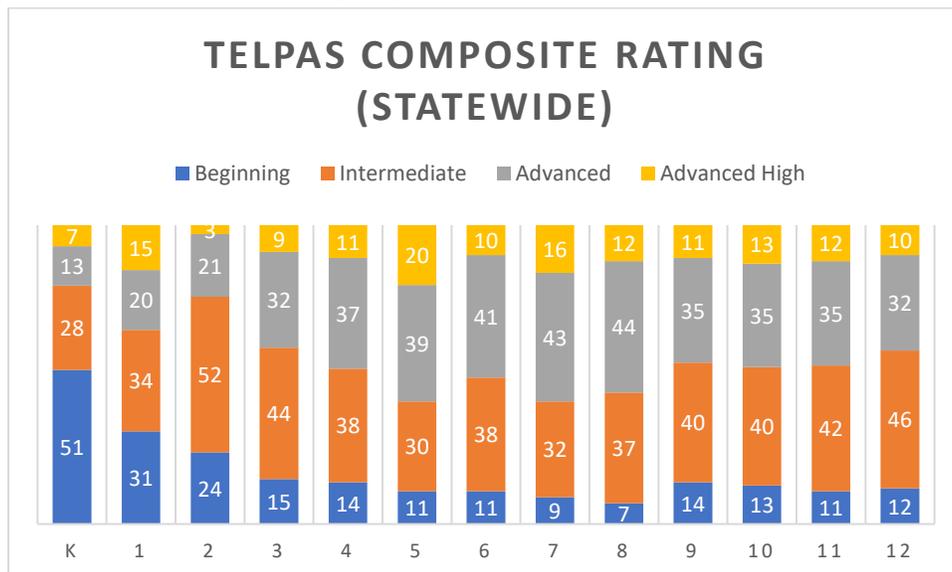


Figure 18

TELPAS Overall Composite Score Percentages by Grade Level (STATEWIDE)



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 19

TELPAS Overall Composite Score by Years in US Schools (On Data Suite)

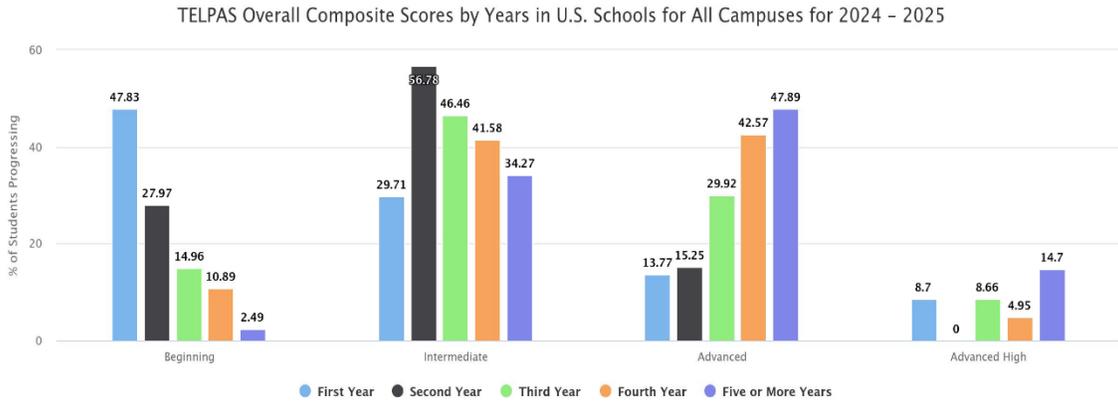


Figure 20

TELPAS Listening Results: Grades K-5

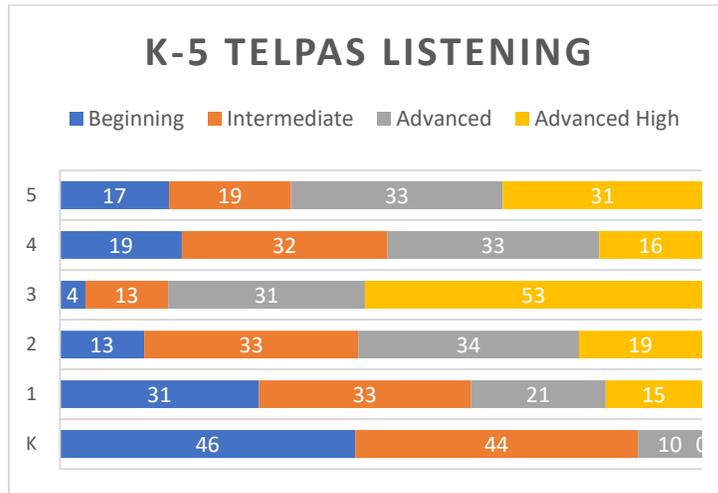
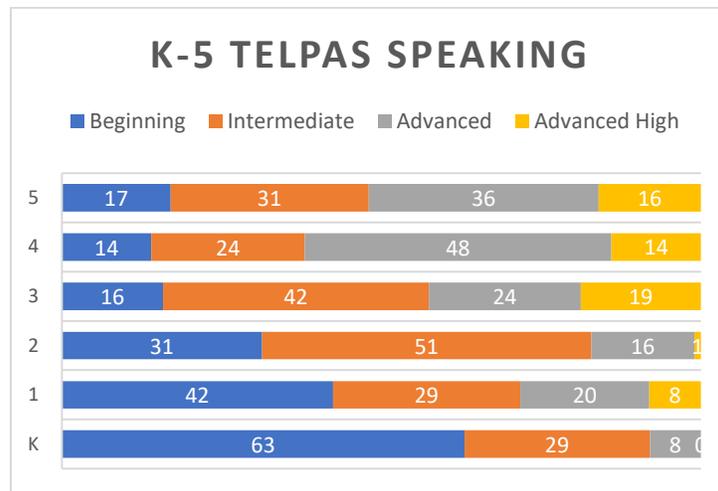


Figure 21

TELPAS Speaking Results: Grades K-5



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 22

TELPAS Reading Results: Grades K-5

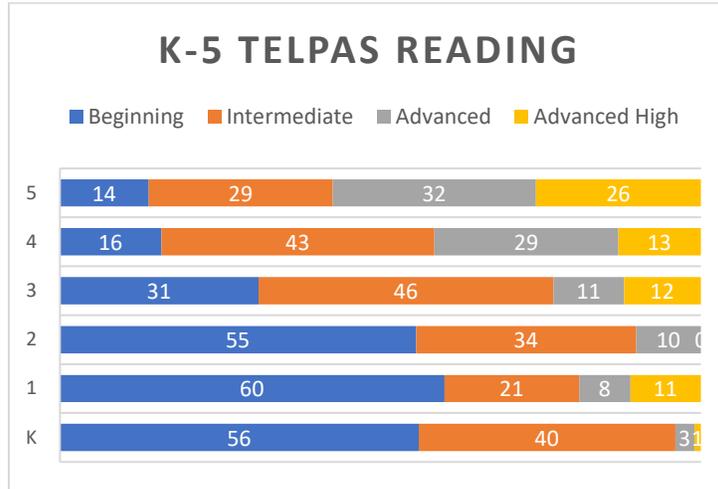
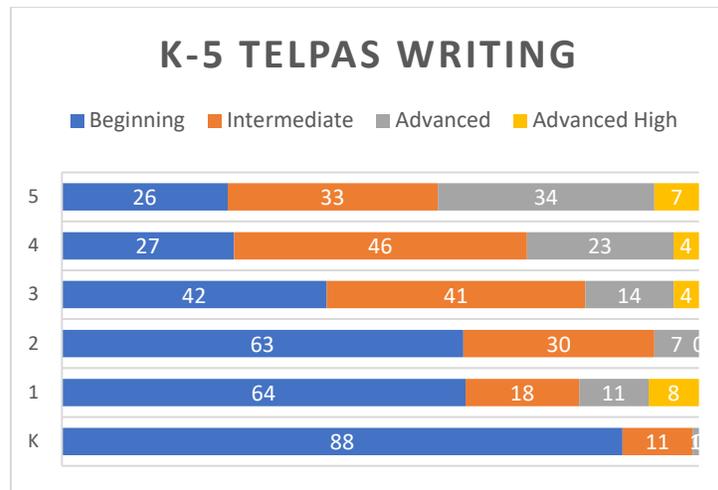


Figure 23

TELPAS Writing Results: Grades K-5



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT
EMERGENT BILINGUAL PROGRAMS

Figure 24

TELPAS Listening Results: Grades 6-8

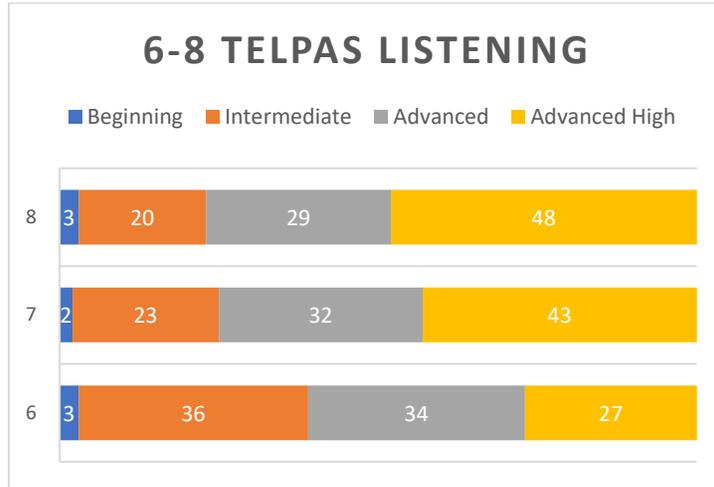
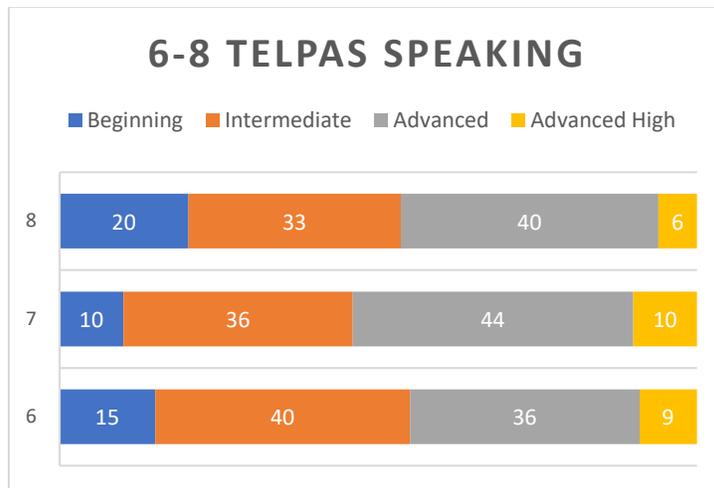


Figure 25

TELPAS Speaking Results: Grades 6-8



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT
EMERGENT BILINGUAL PROGRAMS

Figure 26

TELPAS Reading Results: Grades 6-8

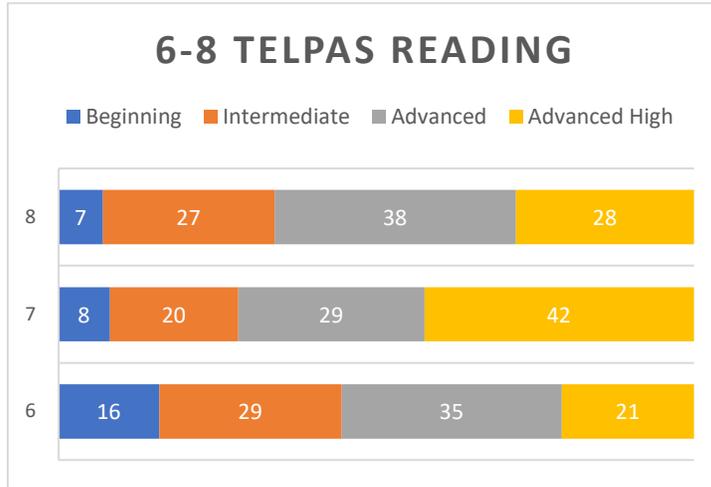
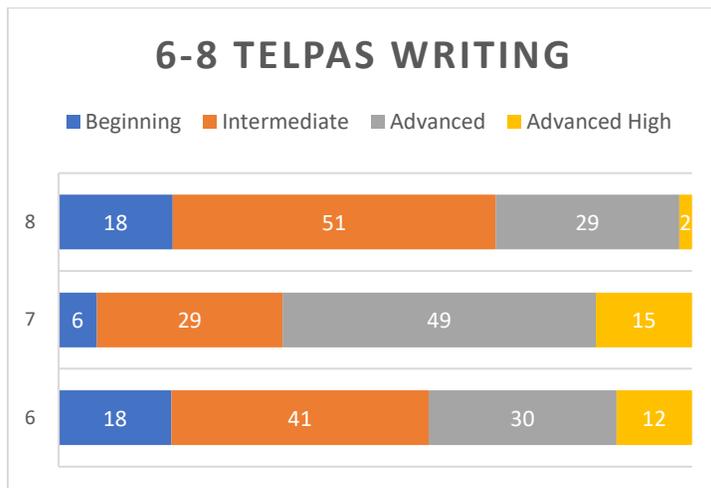


Figure 27

TELPAS Writing Results: Grades 6-8



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT
EMERGENT BILINGUAL PROGRAMS

Figure 28

TELPAS Listening Results: Grades 9-12

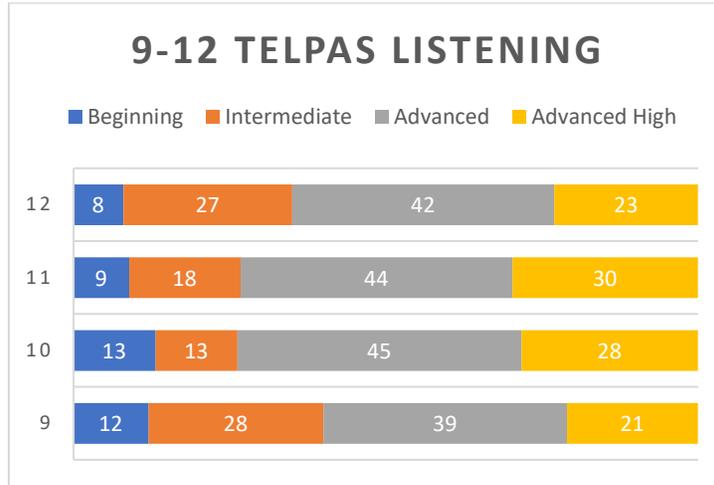
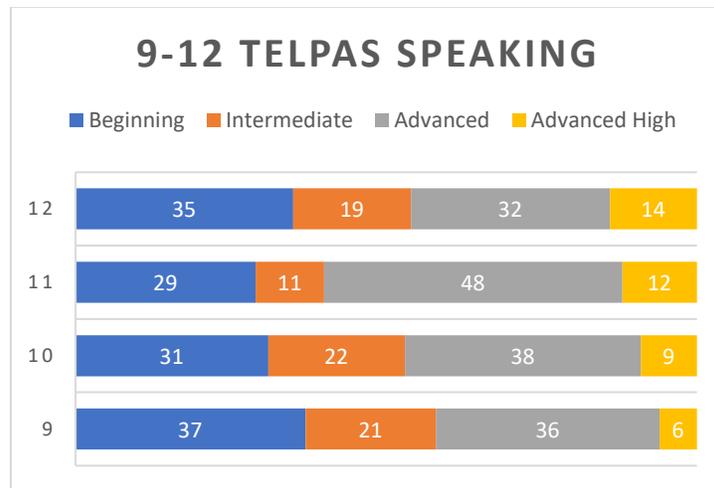


Figure 29

TELPAS Speaking Results: Grades 9-12



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT
EMERGENT BILINGUAL PROGRAMS

Figure 30

TELPAS Reading Results: Grades 9-12

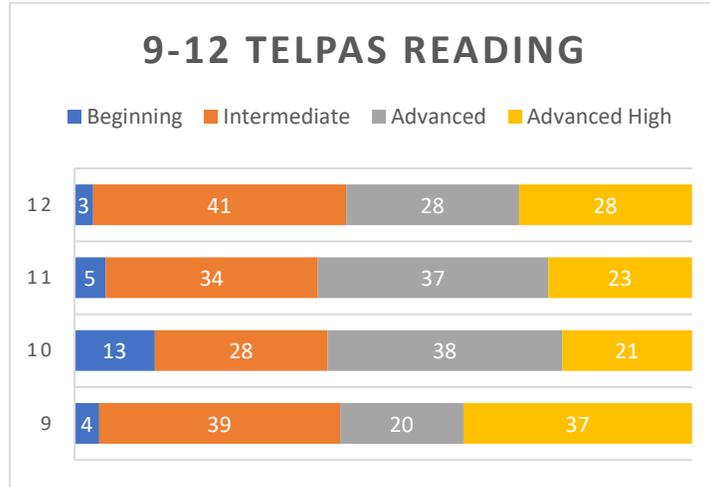
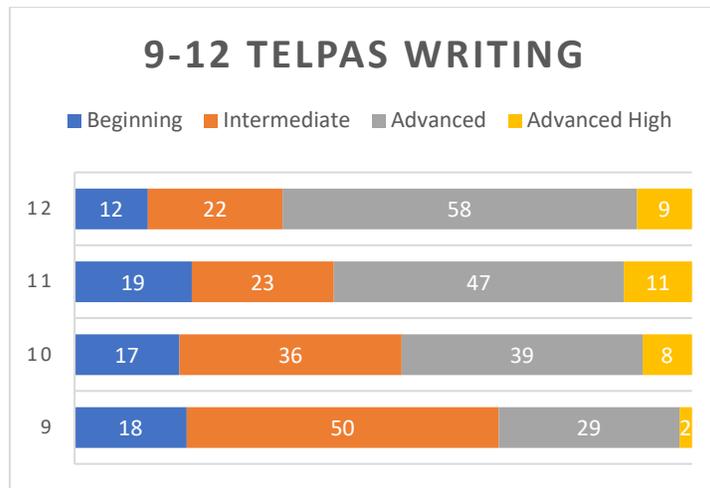


Figure 31

TELPAS Writing Results: Grades 9-12



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

The language progress of PK students in Huntsville ISD is evaluated with the preLAS assessment. This assessment measures key language skills, including vocabulary, listening comprehension, and oral language development in both English and Spanish, as applicable. The goal is to monitor students' progress in acquiring language skills by the end of the school year, ensuring they are developing a strong foundation for future academic success.

Figure 32

2024-2025 preLAS Assessment Results- English

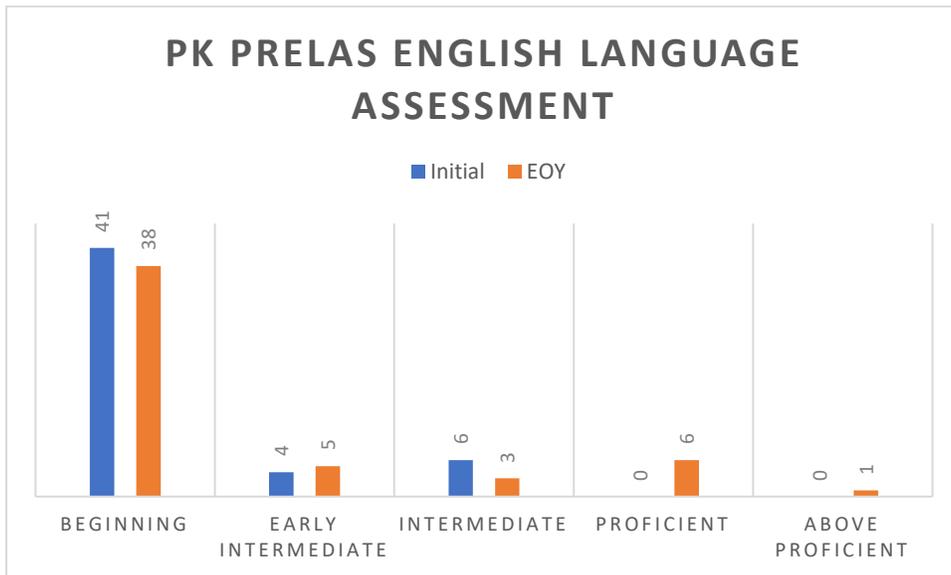
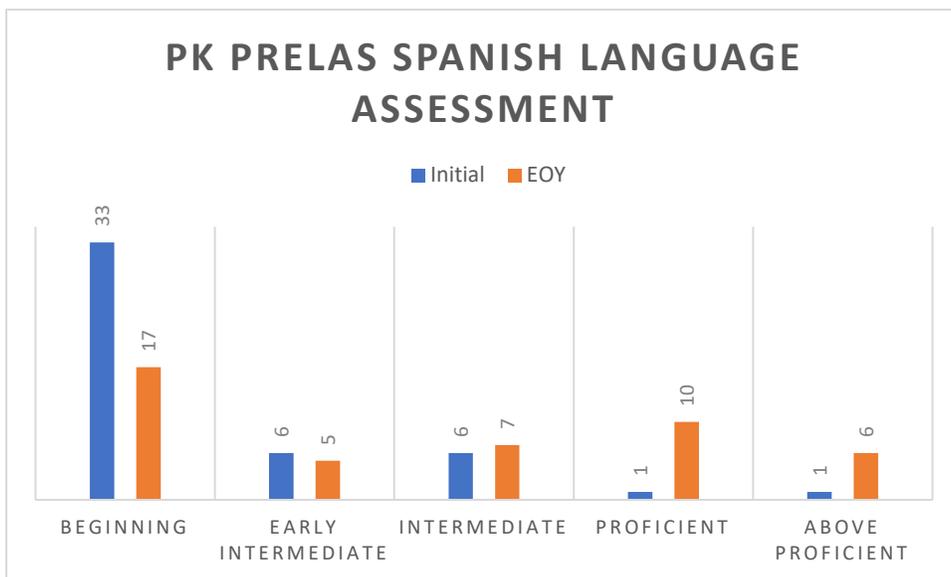


Figure 33

2024-2025 preLAS Assessment Results- Spanish



HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

RECLASSIFICATION AND EXIT

Emergent Bilingual (EB) students in Texas go through a reclassification process to determine when they have gained enough English proficiency to exit the Bilingual or English as a Second Language (ESL) program and no longer require linguistic support. The process involves multiple criteria, including performance on the Texas English Language Proficiency Assessment System (TELPAS), the state designated reading assessment, and a teacher evaluation. Students with significant cognitive disabilities who take the TELPAS Alternative (TELPAS ALT) assessment can reclassify when they have met their individualized reclassification criteria.

Once these criteria are met, the Language Proficiency Assessment Committee (LPAC) reviews the students' overall performance to decide if the student can exit the Emergent Bilingual program.

After reclassification, students are monitored for two years to ensure they continue to succeed academically without additional language support. The following charts represent the number of students who met the reclassification criteria and will exit the program pending parent permission. Their continued academic progress after reclassification continues to be monitored through course grades and state assessment results monitoring.

Figure 34

Number of Students Who Met Reclassification Criteria (Local)

Grade Level	23-24	24-25
1	4	5
2	5	0
3	8	3
4	18	7
5	18	8
6	9	8
7	6	17
8	5	9
9	12	5
10	14	5
11	7	10
12	2	2
TOTAL	108	79

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

Figure 35

Number of Students Who Met Reclassification Criteria (TOPS)

Grade Level	23-24	24-25
3	0	4
4	1	1
5	4	5
6	15	*7
7	20	*20
8	18	8
9	10	6
10	8	14
11	16	3
12	5	1
TOTAL	97	69

*INCLUDES ONE STUDENT WHO TOOK THE TEPAS ALTERNATIVE ASSESSMENT AND MET THEIR INDIVIDUALIZED RECLASSIFICATION CRITERIA

BILINGUAL EXCEPTION & ESL WAIVER

Huntsville ISD submitted a request to the Commissioner of Education for a Bilingual Education Exception and an ESL Waiver. This request was made due to challenges the district faces in recruiting enough Bilingual and ESL-certified teachers to staff the required Emergent Bilingual programs. Specifically, the district sought an exception for twenty-three Bilingual teacher positions and a waiver for thirty-six ESL teacher positions. Two teachers received their ESL certification in the 24-25 school year.

Huntsville ISD continued its certification efforts by allocating Bilingual Education Allotment funds to continue to offer teacher opportunities to obtain a Bilingual or ESL certification. This allocation included expenses for test preparation courses at ESC 6 and test reimbursement upon receipt of payment proof and test scores. Teachers who obtain their ESL certification are awarded a one-time stipend for passing the test and adding it to their teaching certificate. Additionally, teachers who obtain their bilingual certification qualify for the \$7500 bilingual teacher stipend.

PROFESSIONAL LEARNING

In addition to individualized job embedded training and coaching, internal training sessions were conducted by the Emergent Bilingual Instructional Specialist and the Bilingual Instructional Coach, covering a wide range of essential topics. These included Student Proficiency Profiles, Ellevation and its strategies, the 7 Steps to a Language-

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

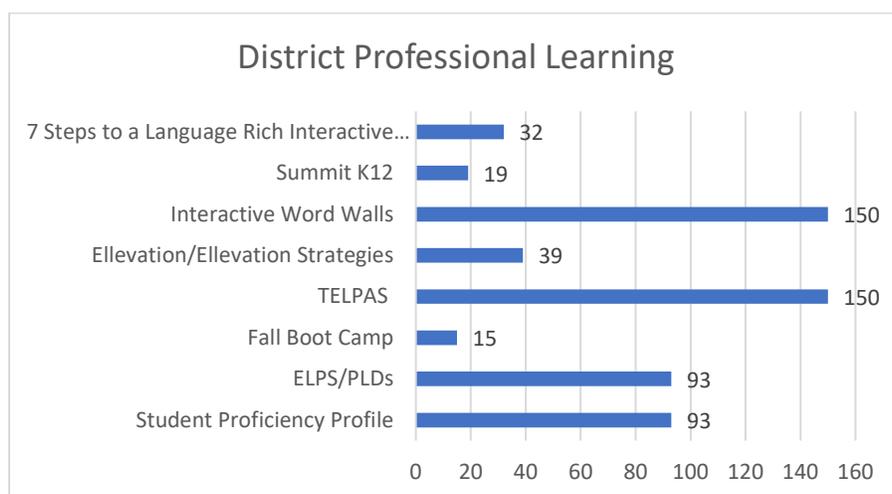
Rich Interactive Classroom, Content-Based Language Instruction, Language Objectives, Summit K12, TELPAS walkthroughs, and TELPAS data analysis.

In addition, Bilingual Program teachers receive specialized training in areas such as Spanish literacy, bridging Spanish and English phonics, and Spanish reading intervention programs.

The district also provided opportunities for staff to participate in external professional development events, including workshops and conferences hosted by ESC Region 6, the Title III Symposium, and Seidlitz Education sessions.

Figure 36

Professional Learning



ADDITIONAL INFORMATION

- PK/K Summer School
 - The required Emergent Bilingual summer school program was offered to all Prekindergarten and Kindergarten emergent bilingual students. Thirty-three students attended summer school.
- Summer School- Spanish Literacy
 - An additional summer program was offered this year to students in First through Fifth grade who needed additional literacy support in Spanish while continuing to develop their English.
- EB Summer Camp
 - Eight teachers worked with more than 70 students, providing targeted language acquisition strategies through a variety of instructional activities. The camp design included rotations focused on the four language domains—listening, speaking, reading, and writing—as well as the

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

EMERGENT BILINGUAL PROGRAMS

development of essential soft skills such as communication, teamwork, and problem solving. Instructional activities included science experiments, interactive games, following multi-step directions, creation station projects, academic vocabulary practice, and narrative writing.

- At the conclusion of camp, each student also received a take-home book bag filled with resources to continue their learning throughout the summer. These included a book bag, a leveled book set, an age-appropriate game, a writing journal, Storymatic Writing Cards to spark creativity, a supply box, and other useful learning tools.

- TELPAS Celebrations and Bootcamp
 - Emergent bilingual students celebrated their hard work on TELPAS by enjoying silent disco or a sweet treat.
 - The Emergent Bilingual Department continued to support campuses with TELPAS Bootcamp. They reviewed each domain, familiarized students with the TELPAS test format, cleared up any misconceptions, and practiced item types.

- Programs used by EB Students
 - Imagine Learning (PK)
 - Rosetta Stone
 - Summit K12
 - Estrellita
 - Vista Get Ready

- Program Expenditures
 - Technology for Newcomer Students (HHS)
 - Classroom resources
 - Summer school staff
 - Summer school supplies
 - Ellevation
 - Seidlitz Consultant
 - ESC 6 Service Fee
 - Professional Learning/Travel Expenses
 - Assessments for Identification
 - Certification Stipends
 - Salaries
 - Spanish STAAR Resources