

# Harts Bluff ISD

## District Improvement Plan

### 2019/2020

*Engaged Energized Prepared*



# Harts Bluff ISD

## Vision

*Engaged Students, energized by opportunity, and prepared to realize their highest ambitions.*

*Engaged students, supported by the coordinated efforts of staff, parents, and the community, energized by the global opportunities education provides them and prepared to realize their goals and highest ambitions.*

## School Board Goals

- 1. A global perspective on opportunity for all students*
- 2. A cohesive support system (staff, parents, and the community) that reinforces educational efforts*
- 3. Project-based learning, using digital technologies, to enable parents to assist in reinforcing learning*
- 4. Individualized instructional opportunities through advanced use of technological tools*

### Nondiscrimination Notice

Harts Bluff ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Harts Bluff ISD Site Base

| Name                   | Position                                  |
|------------------------|---|
| Baker, Kelly 2018      | Business                                  |
| Brannon, Roger 2019    | Business                                  |
| Cameron, Kristy 2018   | Community                                 |
| Cheek, Sivi 2018       | Paraprofessional                          |
| Cook, Leslie 2018      | Teacher (At Large)                        |
| Craver, Craig 2019     | District -Level Non teaching Professional |
| Currey, Laura 2017     | Parent                                    |
| Dickerson, Carole 2017 | District-Level Non teaching Professional  |
| Dyer, Courtney 2019    | Community                                 |
| Finnigan, Joyce 2019   | Teacher                                   |
| Martin, Shana 2017     | Teacher                                   |
| Munoz, Tiffany 2018    | Teacher                                   |
| Parker, Penney 2018    | Special Education                         |
| Pena, Angelica 2018    | Parent                                    |
| Rose, Tracie 2017      | Principal                                 |
| Stovall, Jenny 2018    | Teacher                                   |
| Walker, Kelly 2018     | Campus- Based Non teaching Professional   |
| Haney, Nettie 2019     | Teacher                                   |

# Resources

| Resource                                    | Source  | Amount      |
|---|---------|-------------|
| IDEA-B                                      | Federal | \$16,382    |
| REAP  | Federal | \$28,462    |
| Title I, Part A                             | Federal | \$147,971   |
| Title IIA Principal and Teacher Improvement | Federal | \$18,813    |
| Title III Bilingual / ESL                   | Federal | \$12,271    |
| Title IV                                    | Federal | \$11,174    |
| Local Funds                                 | Local   | \$1,602,738 |
| State Compensatory                          | State   | \$662,970   |
| State Compensatory FTE                      | State   | 6.65        |

# Harts Bluff ISD

- Goal 1.** Provide a global perspective on opportunities for all students by providing a well-rounded instructional program for all students to enhance achievement, access, and equity. (INSTRUCTION)
- Objective 1.** Student Achievement- a variety of instructional programs (including state, federal and local programs) will be offered to meet the needs of all students,
  - Objective 2.** PK-K Student Achievement - All students in grades K-2 will meet one years growth based on assessment data.
  - Objective 3.** Student Achievement (STAAR - Reading, Math, Writing, Science, and Social Studies) (1) Increase the achievement of all students by meeting or exceeding the yearly passing standard in Reading, Math, Writing, Science, and Social Studies.(2) Increase advanced Level III student achievement in all subject areas.
  - Objective 4.** Qualified Teachers and Paraprofessionals - All students will be instructed by certified teachers and Highly Qualified paraprofessionals.
  - Objective 5.** Deliver a rigorous and relevant curriculum using technology and other instructional strategies to engage all learners in meaningful learning experiences.
- Goal 2.** All students will be educated in a safe and drug free environment that provides a cohesive support system (staff, parents, and the community) that reinforces educational efforts. (BASIC NEEDS)
- Objective 1.** Safety- All teachers and students will be in a safe and orderly environment.
  - Objective 2.** Opportunities will be provided to increase awareness of ways to create a positive and safe environment.
  - Objective 3.** Discipline - To reduce the number of suspensions, discipline referrals, and incidents of drug and violence.
  - Objective 4.** All students will be encouraged to attend school and meet attendance requirements for academic success. The district will meet or exceed the 98% state standard for attendance.
  - Objective 5.** Student Dropout Rate - The district will maintain a drop out rate of 0.0%, not to exceed 1%.
- Goal 3.** The district will provide opportunities for all learners (community stakeholders, students, and staff) to develop lifelong learning by partnering with parents in the education of students. (PARENT - COMMUNITY)
- Objective 1.** Parent Involvement-The district will work to increase parent involvement.
  - Objective 2.** Higher Education Opportunities-Parents, Students, Community stake holders, and employees will be provided information about higher education admissions, financial aid opportunities and curricular choices to help them be prepared for success beyond high school.
  - Objective 3.** Planning and Decision Making - Utilize site based team to support students' academic needs.
  - Objective 4.** Healthy Living (SHAC)- The staff, students, parents, and the community will become aware of daily decisions that affect health and wellness.
- Goal 4.** Individualized instructional opportunities through advanced use of technology tools.

# Harts Bluff ISD

**Objective 1.** Provide basic needs for technology - Guaranteed Technology Standard

**Goal 5.** Evaluate each District Goal

**Objective 1.** Conduct a comprehensive needs assessment

# Harts Bluff ISD

**Goal 1.** Provide a global perspective on opportunities for all students by providing a well-rounded instructional program for all students to enhance achievement, access, and equity. (INSTRUCTION)

**Objective 1.** Student Achievement- a variety of instructional programs (including state, federal and local programs) will be offered to meet the needs of all students,

| Activity/Strategy   | Person(s) Responsible   | Timeline         | Resources          | Evaluation  |
|---|---|------------------|--------------------|---|
| 1. Provide a well-rounded program of instruction to meet the academic needs of all students including multiple opportunities to participate in fine arts programs offered during the school day. Music and Art will be provided to grades PK-6, Band for students in grades 6-8 and Choir for grades 7-8. (Target Group: All) (CSFs: 1) | Principal   | Each nine weeks  | (L)Local Funds     | Summative - Student enrollment                                |
| 2. Provide opportunities for students to participate in extracurricular academic activities. Activities include UIL, Robotics, Archery, and the Titus Co. Fair Academic Rodeo (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)   | Assistant Principal(s), Principal, Teacher(s)   | Dec, May         | (L)Local Funds     | Summative - Review of Event Participation                     |
| 3. Provide G/T students with a continuum of learning experiences that lead to advanced-level products/performances. See TEC 11.252 and 11.253 (See GT Plan) (Title I SW: 10) (Target Group: GT)   | GT director, Teacher(s)   | Each nine weeks  | (L)Local Funds     | Summative - GT Program Evaluation                             |
| 4. Provide opportunities for GT students to participate in activities outside the normal school day. (Target Group: GT) (CSFs: 1)   | GT director   | Dec, May         | (L)Local Funds     | Summative - Activities attended.                              |
| 5. Provide appropriate programs for ELL students focusing on ELL strategies. (Title I SW: 1,3,9) (Title I TA: 1,2,3,4,5,6,8) (Target Group: ESL,LEP)  | Assistant Principal(s), Core Subject Teachers, Curriculum Director, ELL Director, Principal | Monthly          |                    | Summative - Student Achievement/Growth                        |
| 6. Implementation of a two way bilingual program in prekindergarten and an additional one way bilingual classroom in 2019-2020 for 6th grade. (Title I SW: 10) (Target Group: All)  | ELL Director, Principal   | Each nine weeks  | (L)Local Funds     | Summative - Implementation of the Harts Bluff bilingual model |
| 7. Identify and address the unique needs of all migrant students throughout the year. See also Region 8 SSA Plan (Title I SW: 10) (Target Group: Migrant)   | Assistant Superintendent(s), Migrant Recruiter  | December and May | (O)Local Districts | Summative - Migrant Program Evaluation                        |
| 8. Provide Special Education Services to  | Principal, Special Ed Teachers  | Each 9 weeks     | (L)Local Funds     | Summative - PEIMS reports and                                 |

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**Objective 1.** Student Achievement- a variety of instructional programs (including state, federal and local programs) will be offered to meet the needs of all students,

| Activity/Strategy   | Person(s) Responsible  | Timeline      | Resources   | Evaluation  |
|---|--|---------------|---|---|
| students. (Title I SW: 9) (Target Group: SPED) (CSFs: 1)  |  |               |   | Assessment results  |
| 9. Include all appropriate special education students in the mainstream classroom. (Title I SW: 1,3,9) (Target Group: SPED) (CSFs: 4)   | Principal, Special Ed Teachers                               | Monthly       | (F)IDEA-B - \$16,382, (O)Local Districts, (S)SCE-FTE - 0.45, (S)State Compensatory - \$13,332 | Summative - Evaluation based on PMAS report.  |
| 10. Provide small group reading intervention for identified Dyslexic students using the Take Flight program. See Dyslexia Plan (Title I SW: 3,5,9) (Target Group: Dys) (Strategic Priorities: 2) (CSFs: 1)  | Dyslexia specialist, Teacher(s)                              | Nov, Feb, May | (L)Local Funds, (S)SCE-FTE - 0.5, (S)State Compensatory - \$44,434                            | Summative - Dyslexia Evaluation of student performance on State and local assessments     |
| 11. Provide small group reading intervention for students identified as having difficulty with reading fluency and comprehension using Study Island and Education Galaxy programs in grade levels 1-8. (Title I SW: 9) (Target Group: AtRisk) (Strategic Priorities: 2) | Curriculum Director, Paraprofessional, Principal, Teacher(s) | Sep and Jan   | (S)SCE-FTE - 0.7, (S)State Compensatory - \$21,098  | Summative - Assessment Data   |
| 12. Provide Reading Incentive Program (Accelerated Reader) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)  | Librarian, Principal   | Jan and May   | (O)Local Districts  | Summative - Monitor Reading grades and year end STAAR Scores. Number of books checked out |
| 13. Provide appropriate library books for at risk students in PK-8 (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)  | Librarian  | Aug, Jan, Apr | (O)Local Districts, (S)State Compensatory - \$4,000   | Summative - Review circulation records  |
| 14. The district will continue to support the Media Center/Library to provide students opportunities to develop literary skills and improve academic achievement. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)                              | Librarian, Principal   | Monthly       | (L)Local Funds  | Summative - master media center schedule  |



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| Activity/Strategy   | Person(s) Responsible  | Timeline     | Resources  | Evaluation  |
|---|--|--------------|--|---|
| 15. To extend learning time, intervention time will be provided during the day using enriched, accelerated curriculum to better meet the needs of students at risk of not meeting the challenging state academic standards. Science, Math, Reading and English teachers will provide small group intervention during schedule intervention time. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,4) | Core Subject Teachers, Counselor(s), Curriculum Director, Instructional Coach, Principal | Each 4 weeks | (L)Local Funds, (S)State Compensatory - \$20,000 | Summative - formative assessments, and end of year data |

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- Goal 1.** Provide a global perspective on opportunities for all students by providing a well-rounded instructional program for all students to enhance achievement, access, and equity. (INSTRUCTION)
- Objective 2.** PK-K Student Achievement - All students in grades K-2 will meet one years growth based on assessment data.

| Activity/Strategy  | Person(s) Responsible  | Timeline                | Resources   | Evaluation  |
|--|--|-------------------------|---|---|
| 1. Provide a transition for PK students to the Kindergarten program by providing a full-day PreK program for 4 year olds with highly qualified teachers who will support, coordinate, and integrate early learning experiences and services for theses students to meet academic standards for elementary school. (Title I SW: 7,10) (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 1,2) | Assistant Principal(s), Curriculum Director, Principal   | Each 9 weeks            | (L)Local Funds  | Summative - Progress Measures and Student Performance on Circle Assessment          |
| 2. Identify students at risk of not meeting the challenging state academic standards using state and local at-risk criteria, CIRCLE, Tejas Lee/ITBS as well as other assessments then provide early intervention based on the 3-tier model for these struggling learners. (Title I SW: 9) (Target Group: AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,2)   | At Risk Director/Counselor (Supplemental), Curriculum Director, Dyslexia specialist, Principal, Teacher(s) | Monthly                 | (S)State Compensatory - \$36,838, (S)State Compensatory FTE - 0.8 | Summative - End of Year Evaluations   |
| 3. Provide Extended Year Summer programs both required and enrichment (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 4)  | Principal  | June                    | (S)SCE-FTE - 5, (S)State Compensatory - \$15,000                  | Summative - Summer School Program Evaluation fo Student Progress                    |
| 4. Provide intensive intervention to students showing dyslexia tendencies using Tejas Lee/TPRI data. (Target Group: AtRisk,K,1st,2nd)  | Dyslexia specialist, Principal, Teacher(s)   | September, January, May | (S)State Compensatory - \$36,838, (S)State Compensatory FTE - 0.8 | Summative - TPRI growth measures and number of students that enter dyslexia program |

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**Objective 3.** Student Achievement (STAAR - Reading, Math, Writing, Science, and Social Studies) (1) Increase the achievement of all students by meeting or exceeding the yearly passing standard in Reading, Math, Writing, Science, and Social Studies.(2) Increase advanced Level III student achievement in all subject areas.

| Activity/Strategy  | Person(s) Responsible  | Timeline                                 | Resources   | Evaluation  |
|--|--|--|---|---|
| 1. Identify students at risk of not meeting the challenging state academic standards using state at-risk and local criteria as well as local assessment measures and provide supplemental classroom instruction using computer-assisted instruction, teacher-assisted instruction, content mastery, and small group instruction. Focusing on the achievement gap between at-risk and non at-risk. (Title I SW: 1,3,9) (Title I TA: 1,3,8) (Target Group: AtRisk) (Strategic Priorities: 2,4) (CSFs: 2) | At Risk Director/Counselor (Supplemental), Counselor(s), Special Ed Teachers, Teacher(s) | Monthly                                  | (S)State Compensatory - \$91,585, (S)State Compensatory FTE - 3.5 | Summative - Teacher review and evaluation of I-station reports and other available end of year assessments. |
| 2. To provide data-driven, targeted instruction, disaggregated data from DMAC reports on 18-19 STAAR results will be used to plan instruction. (Title I SW: 8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)   | Curriculum Director, Instructional Coach, Principal                                      | Monthly Aug-May                          | (L)Local Funds  | Summative - Formative-Benchmark Data<br>Summative - STAAR results   |
| 3. Provide time based on student need for reading weekly using Study Island and Education Galaxy (K-8). This software identifies the areas of need and provides focused intervention activities and progress monitoring. Research programs for advanced and advanced high students in grades 7-8. (Title I SW: 9) (Target Group: All,H,W,ECD,LEP,M,F,AtRisk) (Strategic Priorities: 2) (CSFs: 1)   | Curriculum Director, ELL Director, Principal, Teacher(s)                                 | At the end of each 9 week grading period | (L)Local Funds  | Summative - Review student progress each 9 weeks  |
| 4. Improve writing proficiency for all students in Grades PK-8. (Title I SW: 3,9) (Target Group: All)  | Teacher(s)   | Monthly                                  | (L)Local Funds  | Summative - TELPAS Scores Writing STAAR   |
| 5. Writing - Analyze local writing scores from the 2019 STAAR using the scoring guide provided by TEA. (Title I SW: 9) (Target Group: All,H,W,ECD,ESL,LEP) (CSFs: 1)   | Curriculum Director, ELL Director, Principal, Teacher(s)                                 | November                                 | (L)Local Funds  | Summative - Year end STAAR assessment writing scores.   |
| 6. Teachers will increase writing activities   | All Staff  | daily                                    |   | Summative - benchmark data,   |

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| Activity/Strategy  | Person(s) Responsible   | Timeline      | Resources      | Evaluation  |
|--|---|---------------|----------------|---|
| across all subjects. Writing every day in all subjects. (Target Group: All,H,W,ESL,LEP)  |   |               |                | testing data, walk throughs   |
| 7. Increase math achievement of special education students by providing daily intervention on skills identified using previous STAAR and benchmark data. (Title I SW: 9) (Target Group: SPED,AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)                             | At Risk Director/Counselor (Supplemental), Instructional Coach                      | 3 weeks       | (L)Local Funds | Summative - Formative - Review student progress every 3 weeks<br>Summative - STAAR passing rate for SpED. |
| 8. Increase math achievement of special education students on math and reading by reviewing progress every three weeks with the Special Education Director. Data source will be Study Island. (Title I SW: 9) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1) | At Risk Director/Counselor (Supplemental), Instructional Coach, Special Ed Teachers | every 3 weeks | (L)Local Funds | Summative - Formative - every 3 weeks<br>STAAR Data increase by 5% from previous year.                    |

# Harts Bluff ISD

- Goal 1.** Provide a global perspective on opportunities for all students by providing a well-rounded instructional program for all students to enhance achievement, access, and equity. (INSTRUCTION)
- Objective 4.** Qualified Teachers and Paraprofessionals - All students will be instructed by certified teachers and Highly Qualified paraprofessionals.

| Activity/Strategy  | Person(s) Responsible                        | Timeline        | Resources   | Evaluation   |
|--|--|-----------------|---|--|
| 1. Recruit certified teachers and highly qualified paraprofessionals (Title I SW: 3,5) (Title I TA: 5,8) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)   | Principal                                    | April, Nov      | (L)Local Funds  | Summative - Review qualification and certification records.<br>November and monthly as needed                      |
| 2. Paraprofessionals will attain an Associates degree, complete 2 years of college or demonstrate through academic assessment, the knowledge necessary to assist in the instruction of Reading, Writing, and Math (Title I SW: 3) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)                                      | Principal                                    | April, Nov      | (L)Local Funds  | Summative - November and Monthly as needed   |
| 3. Instructional coach and Curriculum Coach will provide training for teachers   | Curriculum Director, Instructional Coach     | Monthly Aug-May | (L)Local Funds  |  |
| 4. ESL certified teachers will receive appropriate training annually. (Title I SW: 3,4) (Title I TA: 5,6,8) (Target Group: All,ESL) (Strategic Priorities: 1) (CSFs: 1,7)  | ELL Director, Principal, Teacher(s)          | April, May      | (F)Title III Bilingual / ESL                                  | Summative - Review training records of all staff   |
| 5. Bilingual certified teachers will attend appropriate training and other training as needed based on data disaggregation. (Title I SW: 3,4,10) (Title I TA: 5,6) (Target Group: ESL,LEP) (Strategic Priorities: 1) (CSFs: 1,7)   | Principal, Teacher(s)                        | Annually        | (S)State Compensatory - \$5,000                               | Summative - Training documentation   |
| 6. Provide staff development in effective strategies for ELL learners. Provide staff development by implementing a grade level meeting each 9 weeks to review assessment and review instructional strategies. (Title I SW: 1,3,4,5,9) (Title I TA: 8) (Target Group: ESL,LEP,AtRisk) (Strategic Priorities: 1,4) (CSFs: 1,2,7) | Curriculum Director, ELL Director, Principal | Each nine weeks | (F)Title III Bilingual / ESL, (S)State Compensatory - \$2,000 | Summative - Data meetings- sign in sheets<br>Benchmark and classroom assessment data<br>Administrator Walk Through |
| 7. Provide staff development and support for teachers on lesson development in the Harts Bluff Learning Model (PBL). (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1)   | Curriculum Director, Principal               | Aug-July        | (F)Title I, Part A  | Summative - Staff Development Log  |

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**Objective 4.** Qualified Teachers and Paraprofessionals - All students will be instructed by certified teachers and Highly Qualified paraprofessionals.

| Activity/Strategy   | Person(s) Responsible | Timeline | Resources      | Evaluation  |
|---|-----------------------|----------|----------------|---|
| (CSFs: 1,2,7)   |                       |          |                |   |
| 8. Provide professional development on dyslexia. (Title I SW: 3,4) (Target Group: Dys) (Strategic Priorities: 2) (CSFs: 1,7)  | Principal             | August   | (L)Local Funds | Summative - Sign in sheets and agendas                          |
| 9. Provide staff development on parents as partners in education. (Title I SW: 6) (Target Group: All) (CSFs: 5)   | Principal             | August   | (L)Local Funds | Summative - Sign in sheets and Agenda                           |
| 10. Provide required professional development on blood born pathogens, harassment, suicide prevention, allergies, and asthma, dating violence, ethics, seizure, and cyber bullying. (Title I SW: 3) (Target Group: All) (CSFs: 7) | Principal             | August   | (L)Local Funds | Summative - Certification of Completion                         |
| 11. Provide Gifted and Talented staff development for teachers. (Target Group: GT) (CSFs: 7)  | Principal             | August   | (L)Local Funds | Summative - Sign in sheets, agendas, certificates of completion |

# Harts Bluff ISD

- Goal 1.** Provide a global perspective on opportunities for all students by providing a well-rounded instructional program for all students to enhance achievement, access, and equity. (INSTRUCTION)
- Objective 5.** Deliver a rigorous and relevant curriculum using technology and other instructional strategies to engage all learners in meaningful learning experiences.

| Activity/Strategy   | Person(s) Responsible   | Timeline               | Resources   | Evaluation   |
|---|---|------------------------|---|--|
| 1. Curriculum will be implemented to allow students to learn college readiness skills through the AVID program. (Title I SW: 1,3,10) (Title I TA: 1,2,3,4,5) (Target Group: CTE,7th ,8th) (CSFs: 1)   | Curriculum Director, Principal, Teacher(s)  | Annual                 | (S)SCE-FTE - 0.15, (S)State Compensatory - \$21,296 | Summative - TSI performance and program skills   |
| 2. To strengthen the core academic program and provide opportunities for all children to meet the challenging state academic standards, aligned curriculum and instruction will be utilized in all core academic subjects with TEKS Resource being used to guide the curriculum scope and sequence. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1) | Curriculum Director   | Every 4 weeks          | (L)Local Funds                                      | Summative - Lesson Plans   |
| 3. Harts Bluff Learning Model will be used with cross curricular units each nine weeks.   | Curriculum Director, Instructional Coach  | minimum 1x per 9 weeks | (L)Local Funds                                      |  |
| 6. Instructional coaches, administrators and teachers will meet weekly to plan and review student progress. Planning meetings will focus on integrated units of study using the Harts Bluff Learning Model, data disaggregation of STAAR and formative assessments. (Target Group: All,H,ECD,LEP,7th ,8th) (CSFs: 1,2,4)                                    | Assistant Principal(s), Core Subject Teachers, Curriculum Director, ELL Director, Principal | weekly                 | (L)Local Funds                                      | Summative - Lesson Plans, Classroom walk through, demonstrate 3 cross curricular projects per semester |
| 7. Social Studies, Science, Reading, Math, Writing-TEK resource Instructional Focus Document will be used to guide instruction. (Target Group: All,H,ECD,LEP)   | Curriculum Director, Teacher(s)   | Daily                  | (L)Local Funds                                      | Summative - Utilize the TEKs verification document to insure subject matter is covered.                |
| 8. Social Studies, Science, Reading, Writing, Math - Data "Base" - The data "base" will provide a visual representation to show patterns of student growth/need. (Target Group: All,H,ECD,LEP)  | All Staff, Curriculum Director, ELL Director, Principal                                     | Every 3 weeks          | (L)Local Funds                                      | Summative - K-4 - DMAC data Reading and Math 4-8 - based on intervention data and DMAC data            |

# Harts Bluff ISD

**Goal 2.** All students will be educated in a safe and drug free environment that provides a cohesive support system (staff, parents, and the community) that reinforces educational efforts. (BASIC NEEDS)

**Objective 1.** Safety- All teachers and students will be in a safe and orderly environment.

| Activity/Strategy  | Person(s) Responsible  | Timeline                | Resources      | Evaluation   |
|--|--|-------------------------|----------------|--|
| 1. The Emergency Procedures Plan was updated in May 2019. Incident Command, Love You Guys. Plan will be updated using the 2019 template and 2019 safety audit results. (Target Group: All) | Assistant Principal(s), Assistant Superintendent(s), Director of Maintenance, Director of Technology | update/review as needed | (L)Local Funds | Summative - August and June                            |
| 2. Emergency response drills will be practiced monthly. (Target Group: All)  | Assistant Principal(s), Assistant Superintendent(s)  | Monthly                 | (L)Local Funds | Summative - Review of Safety Plan                      |
| 3. All visitors to the school will be required to check in through the office and receive a visitor's badge to be worn while on campus. (Target Group: All)                                | Assistant Principal(s), Assistant Superintendent(s), Principal                                       | August- July            | (L)Local Funds | Summative - Year end visitor log data                  |
| 4. Entrances and exits will be monitored with video cameras by school employees. (Target Group: All)   | Assistant Principal(s), Assistant Superintendent(s), Principal                                       | Monthly                 | (L)Local Funds | Summative - Monthly                                    |
| 5. Teachers and Paraprofessionals will be trained in CPR fall 2019. (Target Group: All)  | School Nurse   | August and May          | (L)Local Funds | Summative - August and May                             |
| 6. Provide appropriate facilities that meet the needs of our learners. Complete construction of the Early Childhood Learning Center in 2019. (Target Group: All)                           | Superintendent(s)  | Monthly                 | (L)Local Funds | Summative - Monthly facility update                    |
| 7. Maintain current physical plant and provide a work order system to report needs -Energy Efficiency Ideal Impact year 2  | Director of Maintenance, Superintendent(s)   | Monthly                 | (L)Local Funds | Summative - Monthly                                    |
| 8. Provide safe reliable transportation for students   | Director of Transportation, Superintendent(s)  | Daily                   | (L)Local Funds |  |
| 9. Continue to enhance the safety of employees and students by adding additional security personnel. (Target Group: All)   | Superintendent(s)  | Monthly updates         | (L)Local Funds | Summative - Sign ins of additional security personnel. |
| 10. A review of playground equipment and   | Assistant Superintendent(s),   | June and                | (L)Local Funds | Summative - Review of equipment                        |



# Harts Bluff ISD

**Goal 2.** All students will be educated in a safe and drug free environment that provides a cohesive support system (staff, parents, and the community) that reinforces educational efforts. (BASIC NEEDS)

**Objective 1.** Safety- All teachers and students will be in a safe and orderly environment.

| Activity/Strategy  | Person(s) Responsible   | Timeline | Resources | Evaluation |
|--|-------------------------|----------|-----------|------------|
| facilities will be conducted at least annually.<br>(Target Group: All) | Director of Maintenance | December |           | report     |

# Harts Bluff ISD

**Goal 2.** All students will be educated in a safe and drug free environment that provides a cohesive support system (staff, parents, and the community) that reinforces educational efforts. (BASIC NEEDS)

**Objective 2.** Opportunities will be provided to increase awareness of ways to create a positive and safe environment.

| Activity/Strategy  | Person(s) Responsible   | Timeline               | Resources      | Evaluation  |
|--|---|------------------------|----------------|---|
| 1. Raise student and employee awareness of substance abuse and abusive situations. (Target Group: All) (CSFs: 5,6)   | At Risk Director/Counselor (Supplemental), C. I. S. Communities in School, Counselor(s) | Monthly                | (L)Local Funds | Summative - Monthly   |
| 2. Student Council will prepare to be student leaders by providing campus support services (help with special events). (Target Group: K)                                     | Club Sponsors   | October                | (L)Local Funds | Summative - Student Council will complete the required number of service hours.                                   |
| 3. PALs will attend training to become effective student mentors. (Target Group: ESL,K)  | Club Sponsors   | October                | (L)Local Funds | Summative - End of year program review  |
| 4. Provide Character Education Program (Target Group: All)   | C. I. S. Communities in School, Counselor(s), Principal                                 | Monthly                | (L)Local Funds | Summative - End of year program review  |
| 5. Provide National Junior Honor Society to promote and recognize academic excellence. (Target Group: All) (CSFs: 6)   | Principal, Teacher(s)   | semester               | (L)Local Funds | Summative - Number of students meeting the required service hours. Completion of one school wide service project. |
| 6. Increase staff awareness of trauma informed care through staff training. Staff will implement trauma informed practices and care in classroom. (Target Group: All,AtRisk) | Counselor(s), Principal   | On-going and as needed |                | Criteria: Summative-Training, Staff Development Sign-In sheets  |
| 7. Counseling will be available for staff and students affected by trauma and grief. (Target Group: All)   | Counselor(s)  | Ongoing and as needed  |                | Criteria: Summative-Annual Needs Assessment   |
| 8. Increase parent awareness of trauma informed care through shared information via email, information sent home with students, social media posts, and links with resources | Counselor(s), Principal   | Ongoing and as needed  |                | Criteria: Summative-Annual Needs Assessment   |

# Harts Bluff ISD

**Goal 2.** All students will be educated in a safe and drug free environment that provides a cohesive support system (staff, parents, and the community) that reinforces educational efforts. (BASIC NEEDS)

**Objective 2.** Opportunities will be provided to increase awareness of ways to create a positive and safe environment.

| Activity/Strategy                                      | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|----------|-----------|------------|
| from the school counseling office. (Target Group: All) |                       |          |           |            |

# Harts Bluff ISD

**Goal 2.** All students will be educated in a safe and drug free environment that provides a cohesive support system (staff, parents, and the community) that reinforces educational efforts. (BASIC NEEDS)

**Objective 3.** Discipline - To reduce the number of suspensions, discipline referrals, and incidents of drug and violence.

| Activity/Strategy  | Person(s) Responsible                     | Timeline                | Resources             | Evaluation                                   |
|--|---|-------------------------|-----------------------|--|
| 1. Annually publish (paper and electronic) a student handbook with the student code of conduct and disciplinary procedures. (Title I SW: 6) (Target Group: All)                      | Assistant Principal(s)                    | August and March        | (L)Local Funds        | Summative - August and March Annually        |
| 2. Update faculty and staff on procedures of discipline management plan. (Title I SW: 4) (Target Group: All) (CSFs: 6)   | Assistant Principal(s)                    | August and May annually | (L)Local Funds        | Summative - Staff Sign in sheets and agendas |
| 3. Enforce discipline management plan (Target Group: All) (CSFs: 6)  | Assistant Principal(s), Teacher(s)        | Each 9 weeks            | (L)Local Funds        | Summative - Monthly discipline reports       |
| 4. Provide counseling and school based mental health programs for students to improve student learning academically and emotionally. (Title I SW: 9) (Target Group: All) (CSFs: 1,6) | Counselor(s)                              | 9 week student log      | (F)Title I, Part A    | Summative - Student Services Year end data   |
| 5. Provide supplemental assistance to at risk students.  | At Risk Director/Counselor (Supplemental) | each 9 weeks            | (S)State Compensatory | Summative - Student services year end log    |
| 6. Provide Professional Development to teachers on effective methods of discipline for students. (alternatives to removal from the classroom) (Title I SW: 4,9) (Target Group: All)  | Assistant Principal(s)                    | each nine weeks         | (L)Local Funds        | Summative - Review of discipline records     |

# Harts Bluff ISD

**Goal 2.** All students will be educated in a safe and drug free environment that provides a cohesive support system (staff, parents, and the community) that reinforces educational efforts. (BASIC NEEDS)

**Objective 4.** All students will be encouraged to attend school and meet attendance requirements for academic success. The district will meet or exceed the 98% state standard for attendance.

| Activity/Strategy  | Person(s) Responsible   | Timeline      | Resources  | Evaluation   |
|--|---|---------------|--|--|
| 1. Provide Saturday make-up time for students with excessive absences and tardies (Title I SW: 2,6,10) (Target Group: All)   | Assistant Principal(s)  | Monthly       | (L)Local Funds                                     | Summative - Monitor student attendance weekly  |
| 2. Increase student participation in extracurricular activities, i.e., Band, UIL Athletics/Academics, Student Council, National Junior Honor Society, Titus Co. Academic Rodeo, and PALS. (Title I SW: 10) (Target Group: All) | At Risk Director/Counselor (Supplemental), Club Sponsors, Counselor(s), Principal | Aug, Dec, May | (L)Local Funds                                     | Summative - Review the number of students participating in the target activities.          |
| 3. Reward students with perfect attendance for each grading period as well as all year. (Title I SW: 10) (Target Group: All)   | C. I. S. Communities in School, Principal   | Monthly       | (L)Local Funds                                     | Summative - Monitor attendance each grading period<br><br>Review PEIMS Report each 6 weeks |
| 4. Provide CIS services to students (See CIS service Plan). (Title I SW: 9,10) (Target Group: All)   | C. I. S. Communities in School  | Monthly       | (L)Local Funds                                     | Summative - Review student CIS contact data.   |
| 5. Communicate excessive absences to parents through letters, phone contacts, school messenger, and email. (Title I SW: 6,9) (Target Group: All)   | Assistant Principal(s), Counselor(s)  | Monthly       | (L)Local Funds, (O)Local Districts                 | Summative - Provide parent notification regarding attendance                               |
| 6. Provide Counseling services to students.  | Counselor(s)  |               |  |  |
| 7. Provide supplemental counseling to at risk students. (Title I SW: 9)  | At Risk Director/Counselor (Supplemental)   | Each 9 weeks  | (S)SCE-FTE - 0.5, (S)State Compensatory - \$41,119 |  |

# Harts Bluff ISD

**Goal 2.** All students will be educated in a safe and drug free environment that provides a cohesive support system (staff, parents, and the community) that reinforces educational efforts. (BASIC NEEDS)

**Objective 5.** Student Dropout Rate - The district will maintain a drop out rate of 0.0%, not to exceed 1%.

| Activity/Strategy  | Person(s) Responsible                          | Timeline      | Resources  | Evaluation  |
|--|--|---------------|--|---|
| 1. Monitor attendance and student performance of at-risk students. (Target Group: All)   | Assistant Principal(s), Counselor(s)           | Bimonthly     | (L)Local Funds                                   | Summative - District Attendance Rate                                |
| 2. Examine retention rate of all students and student sub populations at each grade level. (Title I SW: 9) (Target Group: All)   | Principal                                      | Oct, Mar, Jul | (L)Local Funds                                   | Summative - District Retention Rate overall and for sub groups      |
| 3. Identify Migrant students. See Region 8 Migrant SSA Plan (Target Group: All)  | Assistant Superintendent(s), Migrant Recruiter | Monthly       | (L)Local Funds                                   | Summative - Number of families identified and the services provided |
| 4. Provide staff development training for teachers and administrators on meeting the needs of diverse students, minorities, LEP, disabled, migrant students. See Region 8 Migrant SSA plan (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) | Principal                                      | Monthly       | (L)Local Funds, (S)State Compensatory - \$10,000 |   |
| 5. Schedule Meet the teacher night, Report Card Pick Up, Fall Health Fair, Spring Texas Public School Week to encourage parent participation (Target Group: All)   | Community/Parent Liaison, Principal            | Oct, May      | (L)Local Funds                                   | Summative - Parent Participation-Sign in sheets                     |
| 6. The district will provide homeless children and youths with services (see board policy). (Target Group: All)  | Principal                                      | monthly       | (L)Local Funds                                   | Summative - Homeless records review                                 |

# Harts Bluff ISD

**Goal 3.** The district will provide opportunities for all learners (community stakeholders, students, and staff) to develop lifelong learning by partnering with parents in the education of students. (PARENT - COMMUNITY)

**Objective 1.** Parent Involvement-The district will work to increase parent involvement.

| Activity/Strategy  | Person(s) Responsible  | Timeline | Resources  | Evaluation   |
|--|--|----------|--|--|
| 1. Continually provide parental involvement that promotes parent child activities. Expand Literacy project to all parents with students in PK, K, and 3. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)   | Community/Parent Liaison, Principal  | Monthly  | (F)Title III Bilingual / ESL, (S)SCE-FTE - 8, (S)State Compensatory - \$10,000 | Summative - Monthly - sign in sheets   |
| 2. Provide the public with access to updated campus and teacher web pages. Continue to provide parental updates to students grades online. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)   | All Staff, Assistant Principal(s), Community/Parent Liaison, Director of Technology, Principal | Monthly  | (L)Local Funds   | Summative - Monthly  |
| 3. Actively seek and encourage parent support for parent membership on committees (SBDM,Bilingual/LEP) (Title I SW: 6) (Target Group: All,ESL,Migrant) (CSFs: 5,6)   | All Staff, Community/Parent Liaison  | Monthly  | (L)Local Funds   | Summative - Parent membership  |
| 4. Provide parent access to computers and the Media Center. (Target Group: All)  | Community/Parent Liaison, Librarian, Principal   | Monthly  | (L)Local Funds   | Summative - Annual usage of computers and computer labs                        |
| 5. Support the Watch D.O.G.S. Program. (Dads of Great Student) to encourage male parental involvement. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)   | C. I. S. Communities in School, Community/Parent Liaison, Principal                            | Monthly  | (L)Local Funds   | Summative - Annual parental participation.                                     |
| 6. Continue to provide activities including: Kindergarten Roundup, Meet the Teacher, Fall Health Fair, Special Programs (Veterans Day), Fall Festival, Thanksgiving lunch, use of parent volunteers, etc..., (Title I SW: 6) (Target Group: All) (CSFs: 5,6) | Community/Parent Liaison   | Monthly  | (O)Local Districts   |  |
| 7. Develop jointly with parents a written parental and family engagement policy/compact. (Title I SW: 6) (Target Group: All) (CSFs: 5)   | Assistant Superintendent(s), Community/Parent Liaison, Principal                               | April    | (L)Local Funds   | Summative - Annual review of parent plan/compact. See agenda and sign in sheet |

# Harts Bluff ISD

**Goal 3.** The district will provide opportunities for all learners (community stakeholders, students, and staff) to develop lifelong learning by partnering with parents in the education of students. (PARENT - COMMUNITY)

**Objective 2.** Higher Education Opportunities-Parents, Students, Community stake holders, and employees will be provided information about higher education admissions, financial aid opportunities and curricular choices to help them be prepared for success beyond high school.

| Activity/Strategy   | Person(s) Responsible  | Timeline    | Resources      | Evaluation  |
|---|--|-------------|----------------|---|
| 1. To provide each eighth grade student with an effective transition to high school. High school counselor will talk about course choices to all 8th grade students. (Target Group: All,AtRisk,8th) (CSFs: 3)   | Counselor(s), Principal  | April       | (L)Local Funds | Summative - Attendance at the high school meetings                        |
| 2. 6th-8th grade teachers will organize field trips to NTCC, PJC, TJC, TAMU-Commerce and UT-Tyler.<br>6th grade NTCC baseball game and campus tour<br>7th grade TAMU-Commerce planetarium<br>8th grade SMU - Presidential Library (Target Group: All) (Strategic Priorities: 3) (CSFs: 3) | All Staff, Principal   | Monthly     | (L)Local Funds | Summative - Student participation in planned activities                   |
| 3. Generation Texas Activities- Highlight higher education opportunities- video presentation on monitor in the cafeteria. (Target Group: All,AtRisk) (CSFs: 3)  | At Risk Director/Counselor (Supplemental), Counselor(s)                                    | Spring      | (L)Local Funds |   |
| 4. Research programs to help prepare students for success in high school, college, and career. (Target Group: All,AtRisk) (CSFs: 3)   | Assistant Principal(s), At Risk Director/Counselor (Supplemental), Counselor(s), Principal | Monthly     | (L)Local Funds | Summative - Review of Opportunities provided.                             |
| 5. Facilitate transition from middle school to high school. Provide jr high students classes worth high school credit. Algebra, Spanish (Target Group: 7th ,8th)  | Counselor(s), Principal  | August, May | (L)Local Funds | Summative - Number of students successfully completing HS credit classes. |



# Harts Bluff ISD

**Goal 3.** The district will provide opportunities for all learners (community stakeholders, students, and staff) to develop lifelong learning by partnering with parents in the education of students. (PARENT - COMMUNITY)

**Objective 3.** Planning and Decision Making - Utilize site based team to support students' academic needs.

| Activity/Strategy  | Person(s) Responsible   | Timeline | Resources  | Evaluation   |
|--|---|----------|--|--|
| 1. Actively seek members to serve on the site based team from our parental group, community, and businesses. (Target Group: All)   | Community/Parent Liaison, Principal, Superintendent(s)              | Monthly  | (O)Local Districts                               | Summative - Sign in sheets, membership on committees                 |
| 2. Utilize the site based committee to target and focus on student achievement. (Title I SW: 6,8) (Target Group: All)  | Principal, Superintendent(s)  | Monthly  | (L)Local Funds                                   | Summative - Agenda, minutes of SBDM meetings                         |
| 3. Communicate to all district stake holders by posting meeting notes, parent newsletters, newspaper articles, School messenger, school web page, and social media as appropriate. (Title I SW: 6) (Target Group: All) | Counselor(s), Principal   | Monthly  | (L)Local Funds                                   | Summative - Review of information provided to district stake holders |
| 4. Provide hands on workshops for parents.   | At Risk Director/Counselor (Supplemental), Community/Parent Liaison | Monthly  | (L)Local Funds, (S)State Compensatory - \$10,000 |  |

# Harts Bluff ISD

- Goal 3.** The district will provide opportunities for all learners (community stakeholders, students, and staff) to develop lifelong learning by partnering with parents in the education of students. (PARENT - COMMUNITY)
- Objective 4.** Healthy Living (SHAC)- The staff, students, parents, and the community will become aware of daily decisions that affect health and wellness.

| Activity/Strategy   | Person(s) Responsible   | Timeline                                  | Resources          | Evaluation   |
|---|---|---|--------------------|--|
| 1. To provide a well-rounded program of instruction, a health and wellness program including opportunities for physical activity, counseling, and nutrition services for Prek4-8th grades will be maintained. (Target Group: All) | PE Teacher, Principal   | Each 9 weeks                              | (L)Local Funds     | Summative - master schedule, Fitness Gram reports  |
| 2. Provide TEA approved Health Program for students. SHAC recommendation for the 2018-2019 school health is CATCH.  | School Nurse  | September                                 | (L)Local Funds     | Summative - Selection of TEA approved Health Program.                                    |
| 3. Teach students lifelong learning activities (ATV Safety, ESTEEM Program, Health Club, CPR) (Target Group: All) (CSFs: 1,5)   | All Staff, Assistant Superintendent(s), Athletic Director, C. I. S. Communities in School, Cafeteria Manager, PE Teacher, Principal, School Nurse, Teacher(s) | Daily                                     | (O)Local Districts | Summative - Health Committee review of lifelong learning activities and monthly focuses. |
| 4. Provide healthy meals for students (Title I SW: 6) (Target Group: All)   | Cafeteria Manager   | Daily                                     | (L)Local Funds     | Summative - Review of the monthly menu   |
| 5. Provide opportunities for students to participate in food/menu selection by attending food shows, and participating in tasty Tuesdays.   | Cafeteria Manager   | Monthly                                   | (L)Local Funds     | Summative - Student participation and creation of new food choices on the district menu. |
| 6. With the SHAC committee, conduct an annual needs assessment based on the eight components of the coordinated school health program and create an action plan to address the needs. (Target Group: All)                         | Principal, School Nurse   | 4 times per year<br>Oct, Jan, April, July |                    | Summative - Review results of the needs assessment                                       |
| 7. Provide students, faculty, staff, and community healthy living information (ATV Safety, weekly thoughts, web page,TV in cafeteria) (Title I SW: 6) (Target Group: All)   | Cafeteria Manager, School Nurse   | Monthly                                   | (L)Local Funds     | Summative - Monthly cafeteria reports, copies of news letters                            |
| 8. Continue to conduct/support - Health Fair, Esteem (Feb 2020), health announcements,  | School Nurse, SHAC  | 1 x a year                                | (L)Local Funds     | Summative - October - Participation data including sign in                               |

# Harts Bluff ISD

**Goal 3.** The district will provide opportunities for all learners (community stakeholders, students, and staff) to develop lifelong learning by partnering with parents in the education of students. (PARENT - COMMUNITY)

**Objective 4.** Healthy Living (SHAC)- The staff, students, parents, and the community will become aware of daily decisions that affect health and wellness.

| Activity/Strategy   | Person(s) Responsible | Timeline       | Resources      | Evaluation   |
|---|-----------------------|----------------|----------------|--|
| Jump Rope for Heart, and health related assemblies (Title I SW: 6) (Target Group: All)          |                       |                |                | sheets and vendor surveys  |
| 9. Provide Employee Health initiative (Health Club Memberships) (Target Group: All)             | Superintendent(s)     | September      | (L)Local Funds | Summative - Number of employees taking advantage of the program.                     |
| 10. Provide Employee Health Screening (Target Group: All) (Strategic Priorities: 1) (CSFs: 6,7) | School Nurse          | September 2019 | (L)Local Funds | Summative - Number of employees taking advantage of the screening. Employee feedback |

# Harts Bluff ISD

**Goal 4.** Individualized instructional opportunities through advanced use of technology tools.

**Objective 1.** Provide basic needs for technology - Guaranteed Technology Standard

| Activity/Strategy  | Person(s) Responsible   | Timeline                 | Resources               | Evaluation  |
|--|---|--------------------------|-------------------------|---|
| 1. Maintain the one to one technology program (See Technology Plan) (Target Group: All,ECD)  | Assistant Superintendent(s),<br>Director of Technology  | Nine weeks team meetings | (L)Local Funds          | Summative - Annually  |
| 2. Provide opportunities for students to participate in global learning. Global learning is the ability to connect and learn with people from around the world. (skype, distance learning, face time, virtual field trips) (Target Group: All) (CSFs: 1) | Curriculum Director   | Monthly                  | (L)Local Funds          | Summative - PBL presentations, lesson plans, classroom observations |
| 3. Provide appropriate technology to meet the needs of a changing global workplace (Target Group: All)   | Assistant Superintendent(s),<br>Director of Technology  | Monthly progress check   | (F)REAP, (L)Local Funds | Summative - Monthly technology checks/updates                       |
| 4. Maintain technology and maintenance reporting software  | Assistant Superintendent(s),<br>Director of Maintenance,<br>Director of Technology  | Jan, June                | (L)Local Funds          | Summative - Evaluate request  |
| 5. Create a systemic plan to replace old, obsolete, or damaged technology  | Assistant Superintendent(s),<br>Director of Technology  | Monthly                  | (L)Local Funds          | Summative - Yearly evaluation of technology plan                    |
| 6. Integrate technology into instructional and administrative programs. (Title I SW: 3) (Target Group: All) (CSFs: 7)  | Assistant Superintendent(s),<br>Campus Instructional Technologist, Director of Technology, Instructional Coach, Librarian | monthly                  | (L)Local Funds          | Summative - evaluation of training logs                             |

# Harts Bluff ISD

**Goal 5.** Evaluate each District Goal

**Objective 1.** Conduct a comprehensive needs assessment

| Activity/Strategy   | Person(s) Responsible   | Timeline | Resources      | Evaluation  |
|---|---|----------|----------------|---|
| 1. A comprehensive needs assessment will be conducted by the campus site-based committee to identify educational strengths and weaknesses in student performance, curriculum (including alignment), parental involvement, and the campus facility (including physical structure and campus climate). A variety of qualitative and quantitative data sources will be used. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2) | Assistant Superintendent(s), Curriculum Director, Principal, Superintendent(s)    | Monthly  | (L)Local Funds | Summative - Comprehensive Needs Assessment Summative Reports, Meeting Minutes, Sign-in Sheets, Data sources |
| 2. Use the district score card to monitor the District/Campus Improvement Plan (Title I SW: 1,10) (Target Group: All) (CSFs: 2)   | Assistant Principal(s), Assistant Superintendent(s), Principal, Superintendent(s) | Monthly  | (L)Local Funds | Summative - District CNA  |

# Expenditures

| Resource                  | Source  | Strategy   | Amount                  |
|---------------------------|---------|--|-------------------------|
| IDEA-B                    | Federal | 1.1.9  | \$16,382                |
| Local Districts           | Other   | 1.1.12, 1.1.13, 1.1.7, 1.1.9, 2.4.5, 3.1.6, 3.3.1, 3.4.3   |                         |
| Local Funds               | Local   | 1.1.1, 1.1.10, 1.1.14, 1.1.15, 1.1.2, 1.1.3, 1.1.4, 1.1.6, 1.1.8, 1.2.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.7, 1.3.8, 1.4.1, 1.4.10, 1.4.11, 1.4.2, 1.4.3, 1.4.8, 1.4.9, 1.5.2, 1.5.3, 1.5.6, 1.5.7, 1.5.8, 2.1.1, 2.1.10, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.3.1, 2.3.2, 2.3.3, 2.3.6, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.6, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.7, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.3.2, 3.3.3, 3.3.4, 3.4.1, 3.4.10, 3.4.2, 3.4.4, 3.4.5, 3.4.7, 3.4.8, 3.4.9, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 5.1.1, 5.1.2 |                         |
| REAP                      | Federal | 4.1.3  |                         |
| State Compensatory        | State   | 1.1.10, 1.1.11, 1.1.13, 1.1.15, 1.1.9, 1.2.2, 1.2.3, 1.2.4, 1.3.1, 1.4.5, 1.4.6, 1.5.1, 2.3.5, 2.4.7, 2.5.4, 3.1.1, 3.3.4  | \$382,540               |
| Title I, Part A           | Federal | 1.4.7, 2.3.4   |                         |
| Title III Bilingual / ESL | Federal | 1.4.4, 1.4.6, 3.1.1  |                         |
| <b>7 Resource(s)</b>      |         |  | <b>Total: \$398,922</b> |

The district uses the 13 criteria listed below to identify students that are in at-risk situations:

- 1) was not advanced from one grade level to the next for one or more school years;
- 2) if the student is in grade 7, 8, 9, 10, 11, or, 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding of current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- 3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous of current school year subsequently at a level equal to at least 110 percent of the level of satisfactory performance on the instruments;
- 4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3 did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 5) is pregnant or is a parent;
- 6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the PEIMS to have dropped out of school;
- 10) is a student of limited English proficiency, as defined by Section 29.052;
- 11) is in custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- 13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

# Comprehensive Needs Assessment



# Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data  
Discipline Referrals  
Failure Lists  
Federal Program Guidelines  
Highly Qualified Staff  
PEIMS Reports  
Promotion/Retention Rates  
Report Card Grades  
SCE Policy  
Special Programs Evaluations  
Standardized Tests  
Summary of Student Progress (not taking STAAR)  
Survey and Interviews of Students/Staff/Parents

## Comprehensive Needs Assessment Narratives

Information from the 17-18 TAPR report indicated the majority of the Harts Bluff ISD professional staff are anglo females with a bachelor's degree and an average of 13.5 years of experience. The teacher ratio for 2017-2018 was 14.3 , 14.4 for 16-17 and 14.6 in 15-16.

School Profile Enrollment based on Fall Snapshot

2014-2015 - 544  
2015-2016 - 569  
2016-2017 - 572  
2017-2018 - 605  
2018-2019 - 633

Attendance Rate

Enrollment has increased over the past three years according to Fall PEIMS data reports. Demographically, we have continued to remain constant.

The fall 18-19 snapshot demographics are:

|           | White  | Hispanic | Black/African American | Two or More Races | Asian | American Indian/Alaskan |
|-----------|--------|----------|------------------------|-------------------|-------|-------------------------|
| 2018-2019 | 46.76% | 50.39%   | 1.58%                  | 1.11%             | .16%  |                         |
| 2017-2018 | 49.09% | 49.09%   | .33%                   | 1.16%             | .33%  | .0%                     |
| 2016-2017 | 48.96% | 47.92%   |                        |                   |       |                         |

Harts Bluff has an enrollment of 327 boys and 306 girls.

The **economically disadvantaged** percentage is 66.19% (419) up from 2017-2018 of 63.97% (386). 60.6% in 2015-2016 and 2016-2017 62.8%.

**At-risk** for 2018-2019 the district has 374 at-risk students or 59.8% based on Fall snapshot data. In 2017-2018 the district had 368 students or 60.99% up from 53.6%(2015-2016) and 52.25% (2016-2017).

For the past three years the district has not identified any **migrant** students.

For 2018-2019 the Fall snapshot reported 128 Bilingual students in grades PK-4 and 73 ESL students in grades PK-8. For 2017-2018 the district had 111 **Bilingual** students in grades PK-4 with 77 ESL students in grades K-8. For 2015-2016, 101 **LEP** students were identified and 78 bilingual students were enrolled in grades K-2. In the Fall of 2016, we identified 90 **ESL** students and 98 bilingual students in grades K-3.

For 2018-2019 we identified 3% of our students as GT based on the Fall Snapshot data. For 2017-2018 we identified 3.31% of our students as **GT**. With 3.1% of our students identified as gifted and talented in 2016-2017, and 4% in 2015-2016. Instruction is delivered in the regular classroom for all students K-8.

### **Harts Bluff SPED Program 18-19**

There are currently 52 active SPED students being served by HBISD that is 8% of the school's population (population 644). Twenty-six students (4%) are speech only. Ten students (1.5%) are served in resource classes for ELAR and math. Thirteen students are served primarily in inclusion/regular classrooms with access to content mastery. Three students are currently located on campuses in the Mount Pleasant School District.

Twenty-one of the twenty-six sped students were in grades requiring STAAR testing. Nine percent of the sped students passed the math STAAR, twenty percent passed the science tests, fifty percent passed the social studies test, and nine percent passed the reading test. All students completed the STAAR assessments online with individual accommodations, as well. Previous online tests will continue to be utilized for benchmarks in both the fall and spring to give these students extra practice.

Students were issued iPads and Chromebooks for use in the classroom and at home. They were enrolled in several internet programs to improve math and reading skills, including, but not limited to: Reading A-Z, Prodigy Math, iStation, I know it.com. All students did show improvement in reading fluency, vocabulary recognition, basic calculations, and problem solving. On average resource reading students made 1.4 years progress in reading using the accelerated reader Star assessment and 0.8 years progress in math skills using the I Know It.com for pre and post assessments. Reading fluency increased an average 18 words per minute. The Voyager Reading program was used for fluency and vocabulary building. The 4th and 7th graders also used the Read and Write program for essays and STAAR tests.

All SPED students passed their classes for the year and were promoted to the next grade. Nine students will voluntarily attend summer school in June to continue working on reading and math skills.

In 2014-2015, the district served 29 students in special education, 18 of whom were speech only. In 2015-2016, the district served 36 students with 17 of those speech only. In 2016-2017, the district served 29 students with 13 speech only. Of these 29 students, 20 were Hispanic and 9 were white. Of the white students, 6 of the 9 were speech only, and 7 of the 20 Hispanic students were speech only. In 2017-2018, the district served 28 students in special education. Sixteen were speech only (9 Hispanic, 7 white), and fourteen other students (12 hispanic and 2 white). In 2018-2019, the district served 52 special students. 26 were speech only.

### **Student Achievement**

Student achievement data comes from reports in Academic Performance Report, PEIMS, PBMAS, and State Accountability. Data is also disaggregated using the DMAC Software. Data was disaggregated by passing rates in subject and grade, ethnicity, economically disadvantaged, at-risk, non at-risk, gender, and special education.

| Student Achievement |      | (DMAC Dashboard) |         |      |      |         |      |      |
|---------------------|------|------------------|---------|------|------|---------|------|------|
| APPROACHES          | 2018 | 2019             | MEETS   | 2018 | 2019 | MASTERS | 2018 | 2019 |
| Overall             | 74%  | 73%              | Overall |      |      | Overall |      |      |
| Reading             | 75%  | 74%              | Reading | 45%  | 41%  | Reading | 22%  | 20%  |
| Math                | 78%  | 74%              | Math    | 46%  | 43%  | Math    | 21%  | 19%  |
| Writing             | 63%  | 67%              | Writing | 39%  | 32%  | Writing | 5%   | 4%   |
| Science             | 75%  | 69%              | Science | 33%  | 46%  | Science | 13%  | 20%  |
| SS                  | 63%  | 74%              | SS      | 31%  | 50%  | SS      | 19%  | 27%  |

## ESSA

Achievement gaps were noted between at-risk and non-at-risk students in 2017-2018. In 2015-16 to 16-17 the gap in STAAR achievement increased between at-risk and non at-risk students. Our goal for 17-18 was to decrease the gap by increasing the achievement of at risk students from 63% to 64% in Math. The goal was met and students exceeded the passing rate (approaches) for math with 69%. Our goal for reading was to increase from 60% to 61% for 17-18 school year. Students exceed the goal with 65%.

2018-2019 Our goal was to increase Math from 69% to 70%. We missed this mark by 6% with a 64%. Our goal for reading was to increase from 65% to a 66%. Scores were short of the goal with 60%.

## 2018-2019

Testing data (including 2nd admin) indicates the gap between **at-risk and non at-risk** students has remained almost the same in all tested areas. The gap between at-risk students and non at-risk students was 34% in reading up from 29% the previous year, 29% in math up from 26%, 44% in social studies up from 43% , 44% in science up from 37%, and 49% in writing up from 39% in 2017-2018.

| At Risk GAP    | (DMAC Demographic chart by subject, sorted by sub pops) |           |           |  |  |
|----------------|---|-----------|-----------|--|--|
|                | 2016-2018   | 2017-2018 | 2018-2019 |  |  |
| Reading        | 31  | 29%       | 34%       |  |  |
| Math           | 31  | 26%       | 29%       |  |  |
| Social Studies | 68  | 43%       | 44%       |  |  |
| Science        | 43  | 37%       | 44%       |  |  |
| Writing        | 33  | 39%       | 49%       |  |  |

## 2018-2019

The gap between at-risk students and non at-risk students was 34% in reading, 29% in math, 44% in social studies, 44% in science, and 49% in writing.

Gaps were also between our LEP/non-LEP students in all areas. Other gaps were between males and females. By focusing on the achievement of at-risk students the district will be able to increase the achievement of our sub populations as well.

Female students outperformed male students in all subject areas.

Females outscored males in reading by 11%, in math it was 8%, science was 12%, and writing was 10%. Males outscored females by 17% in social studies.

The average gap between a LEP and non LEP student has decreased this year in reading by 1% and math by 2%. For reading it dropped to 23% and for math 17%. Due to the size of student groups these drops do not represent significant gains in student achievement.

| LEP and Non LEP<br>% GAP | (DMAC Demographic chart by subject, sorted by sub pops) |      |                |         |         |
|--------------------------|---|------|----------------|---------|---------|
|                          | Reading   | Math | Social Studies | Science | Writing |
| 2019                     | 23%   | 17%  | 35%            | 45%     | 34%     |
| 2018                     | 24%   | 19%  | 40%            | 36%     | 29%     |
| 2017                     | 25%   | 21%  | 65%            | 41%     | 18%     |
| 2016                     | 25%   | 18%  | 42%            | 29%     | 26%     |
| 2015                     | 20%   | 23%  | -              | 54%     | 31%     |
|                          |   |      |                |         |         |
|                          |   |      |                |         |         |

Based on STAAR assessment data-White students outscored hispanic students in all tested areas. The gap between white and hispanic students in math 13% and reading was 20%. In social studies the gap was 10%. In science white students scored higher than hispanic students by 34% and in writing the gap was 27%.

## Special Education

Twenty-one of the twenty-six sped students were in grades requiring STAAR testing. Nine percent of the sped students passed the math STAAR, twenty percent passed the science tests, fifty percent passed the social studies test, and nine percent passed the reading test. All students completed the STAAR assessments online with individual accommodations, as well. Previous online tests will continue to be utilized for benchmarks in both the fall and spring to give these students extra practice.

## **For State Comprehensive Education See SCE Policies and Procedures Manual**

### **PRE K-**

2018-2019

Full Day PreK was offered. Students were served with a PreK paraprofessional for ½ of the day. This allowed students to remain at school and received instruction for a full day. ½ of the day with a certified teacher and ½ of the day with the paraprofessional under the guidance of the certified teacher.

### **Dyslexia**

2018-2019 Testing Data - 72 dyslexic students in grades 3-8 participated in the STAAR Reading test in Spring 2018. Of the 72 tested, 61% (44) of the students passed the test. Of the 61% who passed, 64% Approached, 31% Met, and 5% Mastered. Of 60 students who tested in grades 4-8, 38% showed Limited growth, 38% showed Expected growth, and 24% showed Accelerated growth when comparing their scores with Spring 2018 STAAR data. All data is based on TEA reports.

### **Recommendations to address the gaps**

The district will continue to add bilingual classrooms in needed grade levels for the coming year to help with the achievement gap of our ELL population.

An interventionist is being added to the staff to focus on at risk students. The staff member will provide reading intervention for students.

Teacher aide positions (2) are being added to assist staff with at risk students. The teacher aides will provide reading and math interventions for students.

The Harts Bluff Learning Model will continue to be used to make content more “hands-on” and build future ready skills.

### **Culture**

Based on end of year surveys, our parents, students and staff are overall satisfied with our district. Teacher surveys reflect that the educational programs of the district are of high quality and that expenditure of funds are appropriate. The survey also highlights that teachers feel the building, grounds and classrooms are well maintained. Surveys from all groups agree that district employees are helpful and polite.

Harts Bluff did not have any DAEP placements in 16-17. Attendance was 97.23%, down from 97.5%. For 17-18 we had 2 DAEP placement and attendance was down to 97.0%

Our Community in Schools staff works with students in need of assistance. She makes home visits, takes students to doctor appointments, assists parents in providing basic needs, as well as other services.

Participation in these opportunities reflect the students and communities satisfaction with the district and the opportunities offered by the district.

### 18-19 athletic participation

|              | Volleyball | Softball  | Baseball  | Track girls | Track boys | CC boys   | CC girls | Basketball Boys | Basketball Girls | Cheer                         | Soccer    | Archery   |
|--------------|------------|-----------|-----------|-------------|------------|-----------|----------|-----------------|------------------|-------------------------------|-----------|-----------|
| <b>7th</b>   | 7          | 6         | 9         | 5           | 6          | 6         | 1        | 12              | 6                | 2                             | 6         | 6         |
| <b>8th</b>   | 21         | 7         | 6         | 17          | 6          | 6         | 8        | 12              | 9                | 8                             | 8         | 10        |
| <b>Total</b> | <b>28</b>  | <b>13</b> | <b>15</b> | <b>22</b>   | <b>12</b>  | <b>12</b> | <b>9</b> | <b>24</b>       | <b>15</b>        | <b>10</b><br>including mascot | <b>14</b> | <b>16</b> |

For Full Athletic participation see [Athletic Program Evaluation](#)

### Climate

Harts Bluff ISD uses three words to describe district goals - Engaged, Energized and Prepared. The vision, mission and goals help focus the district on high expectations for all students.

School Safety: Based on surveys students and parents feel safe at school.

### Professional Development Staff Quality, Recruitment and Retention

All instructional paraprofessionals are highly qualified. The staff attends high quality, professional development at Region 8, conferences, as well as participate in staff development on campus with teacher/coaches to build their skills and knowledge.

To support our technology initiative, we have added a technology support position to assist with training, support, and maintenance. The district also sent teachers and leaders to attend the TCEA (Texas Computer Educators Association) conference in Austin. Those who attended the conference will provided tech training and overviews for the staff.

Teachers new to the campus are assigned a mentor teacher. Each grade level team meets weekly with each other and leaders to plan.

Staff, parents and administrators are surveyed on professional development needs, and this, along with student achievement results, drives professional development.

The Harts Bluff Learning Model is used at all grade levels. Teachers are trained in this model through conferences, small group, and one-on-one training sessions. For 2018-2019, a full time instruction coach to helped train all staff. The district will also maintain the elementary instructional coach. Lesson plans written in the model are reviewed by principals, fellow teachers, and our learning model coach.

GT, ESL, ELPs, subject area vertical alignment, discipline, technology, and Dyslexia, are all part of our annual staff development calendar and training. Follow up is done in the form of observations and walkthroughs to ensure the training is having a positive impact on instruction.

### **Curriculum, Instruction, Assessment**

Harts Bluff uses the TEKS Resource System as our district curriculum. This curriculum contains the Year at a Glance and the Instructional Focus Document which serves as a guide for teachers to ensure all required content is taught. The Vertical Alignment documents contained are also used to assist teachers in preparing students for the next school year. The Vertical Alignment Document contains the specificity of the TEKS so that teachers are aware of how deep they need to go with the content to ensure mastery. Throughout the year, teachers will give two benchmarks and other formative and summative assessments to ensure that skills are mastered to the necessary depth.

For 2018-2019, the district add a full time instructional coach to assist with the continued implementation of the Harts Bluff learning model. The coach provided teachers with ideas and help to build projects to complete using the state standards.

The learning model allows students autonomy to learn skills that each individual student needs while learning the state standards. This learning model assists at-risk students and those who need to accelerate their learning.

At-risk students were provided intervention by teachers and paraprofessionals. The students participated in Read Naturally, and small group intervention in math and English Language Arts and Reading.

### **Parent Involvement**

Communication with our parents is a vital part of the success of our students. Parents are encouraged to meet with teachers at any point in the year if they have concerns. Each elementary teacher has at least two parent conferences each year, with others as needed. In middle school and junior high, teachers meet with parents of students who are at risk of failing the state assessment.

To encourage community involvement, we hold numerous events on campus each year. These events include the Bulldog Bash, Meet the Teacher night, a Health Fair, elementary Star of Texas awards presentations each nine weeks, middle school and junior high Distinguished Student awards presentations each semester, PTO events such as Fall Festival, Fall and Spring Band and Choir Concerts, etc. In addition to our school webpage, we use our Facebook and Twitter pages to keep parents informed of events.

To involve local business and industry, we hold an advisory meeting in the fall to gain input into projects and curriculum. Teachers meet with community leaders and discuss content and resources that the community can provide in order to ensure our students are learning what is relevant to their future work life.



At the end of every year, we send out a survey to parents and students to provide feedback on our practices. The results allow us to reflect on how we are serving our families and community.

A review of the parent survey reveals some positives as well as some areas of concern. The majority of our parents feel welcome in school and feel that it is an inviting place for students to learn. They also feel that students are safe on campus and on the bus.

### **Title III - Parent Involvement**

In 2018-19 the Latino Literacy Program was expanded to include three grade levels: Pre-K, Kinder, and 3rd grade. It was a 7 week program of instruction with the 8th week consisting of an end of the program celebration complete with dinner, music, decorations, presentation of certificates and family albums, door prizes for participants, and goodie bags for the children. Throughout the program, on average we had approximately 16 parents and 28 children. There were 3 teachers per grade level, with at least one Bilingual teacher in each group. We also hired 3 childcare workers who worked with children ranging from newborn to 6th grade. Our librarian was also hired to offer an open library/media center on these evenings in conjunction with the Latino Literacy Program as well as a Bilingual employee who served as food coordinator, greeter, translator, facilitator, etc.

Each evening, all teachers/workers gathered in the media center to greet the parents and children as they entered and offer snacks and drinks. This was a great opportunity for parents to visit with other families as well as staff and build relationships with each other. After approximately 15-20 minutes, the childcare staff would line up all kids and escort them out to designated childcare rooms. Teachers would lead each group of parents to their classrooms. Over the course of the program and through observing classrooms and talking to teachers and parents, parents seemed to feel more comfortable each week participating, reading, and sharing. Most who previously had no structured reading time had established a structured reading time with their children and were implementing reading strategies by the end of the program. Parents also made food/dishes to share within their small groups and seemed to really enjoy the team building and vocabulary review games/activities, making the family albums, and most of the books.

Changes/Recommendations for next year:

- Have 2 teachers (not 3) per grade level with at least one of those being bilingual
- Books seemed too advanced/difficult for kinder (big jump from pre-K books to kinder)
- Possibly just offer pre-k and 3rd grade classes
- Spend more time calling 3rd grade parents to get those numbers up
- Open library was not utilized
- Separate childcare by ages
- Continue the open snack/visiting time in library
- Parents love making the family albums- more album supplies

### **Organizational Structure and Processes**

Central office staff members accommodate the overall staffing and financial needs of the campus. Recruitment stipends for high-need areas (bilingual) are used to attract and retain high quality teachers. The district uses an electronic application system and representatives attend job fairs to assist with recruitment.

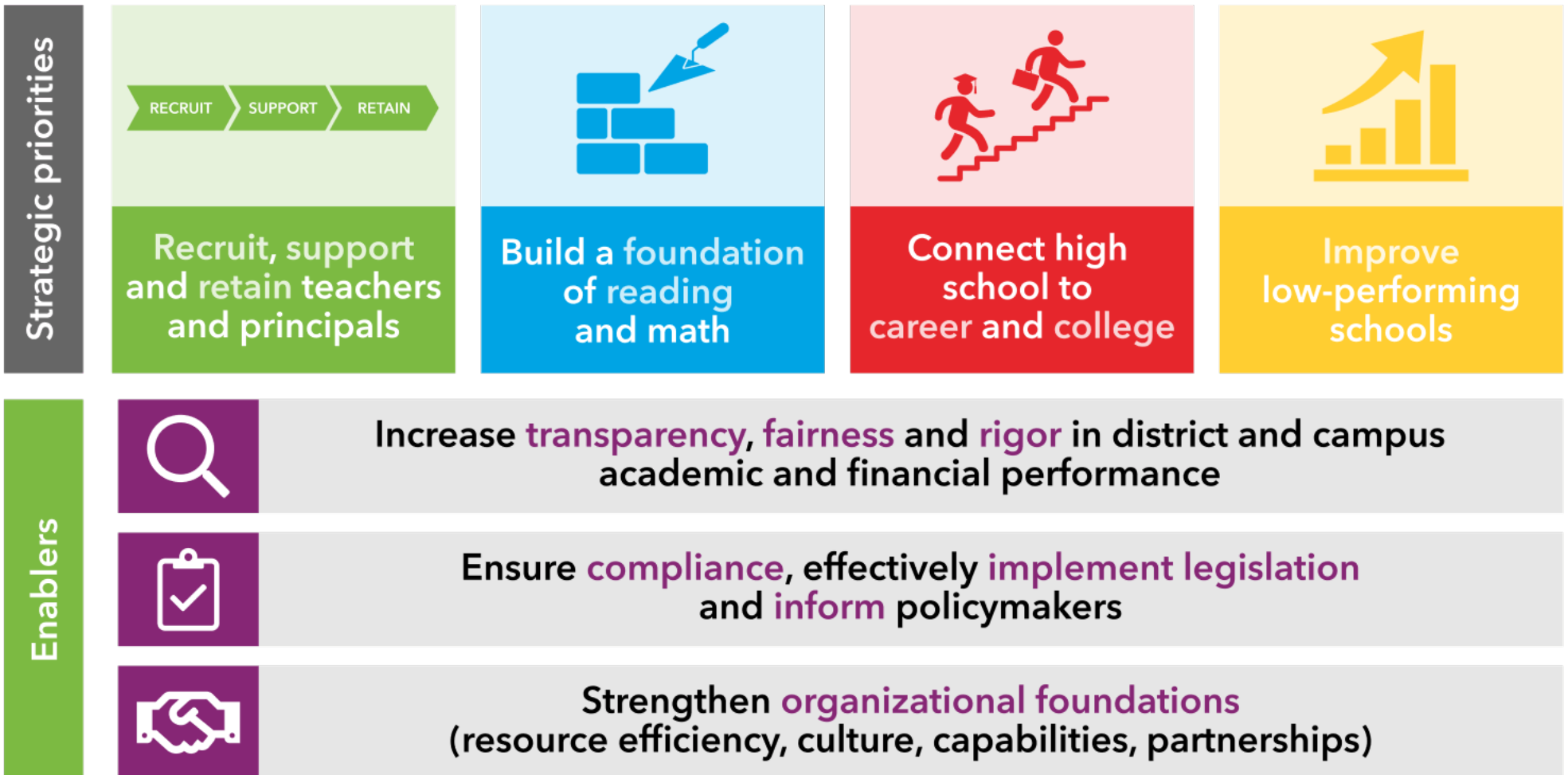
## **Technology**

The district technology resources include classroom computers, ceiling mounted projectors, document cameras, computer labs, makerspace/robotics lab, automated notification system, online parent gradebook, district wide Ethernet and wireless accessibility. Technology resources also include network printers, a 3D printer, a poster printer, interactive flat panel devices, laptop computers, interactive projectors and pads. Third through fifth grade students are issued 1:1 iPads. 6-8 grade students are issued 1:1 ChromeBooks. Teachers are issued a combination of MacBooks, iPads and/or ChromeBooks. The district also makes available laptops, mobile carts, iPads, iPods and Chromebooks available for check out. The district maintains a dynamic web site to provide parents, students and community members with relevant information. Teachers are also provided their own individual web pages in order to post classroom projects, events, and other important information.

The majority of the district ranks at the advanced tech level on the Texas Star Chart. Teachers continually receive training on current and emerging technologies, as well as best practice technology integration. Teachers can utilize multiple training opportunities ranging from the Region 8 Education Service Center, area conferences, online programs and onsite trainings. The district utilizes Google's G Suite for education to provide email, data storage and collaboration tools for staff and students. The district network provides a monitored, 24/7, just in time access for instructional use to students and teachers. The district has access to several web based programs such as (DMAC, TEKS resource system, iStation and Think Through Math) that can be used for data disaggregation, lesson planning, professional development and learning acceleration.

In preparation for the upcoming 9th grade class of 2020-2021 the district will purchase macbooks for the 9th grades. The district will continue to replace old and obsolete technology.

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*