

Hooks Independent School District

District Improvement Plan

2023/2024



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

3/8/2024

Vision Statement

Our vision in Hooks ISD is to be a dynamic learning community vigorously pursuing student success; challenging all to achieve excellence in our ever- changing global society.

Mission Statement

Our Mission is to graduate responsible and productive citizens prepared for success by delivering appropriate and individualized educational experiences.

Belief Statements

- We believe empowering student passion for learning is essential to their future.
- We believe the lifelong process of adult learning is crucial to student success.
- We believe active leadership cultivates purpose driven leaders at every level.
- We believe change is inevitable; growth is the result.
- We believe acknowledging diversity strengthens learning.
- We believe collaboration and inclusion are cornerstones of a unified learning community.
- We believe that accepting individual responsibility results in shared accountability.

Hooks ISD Board of Trustees

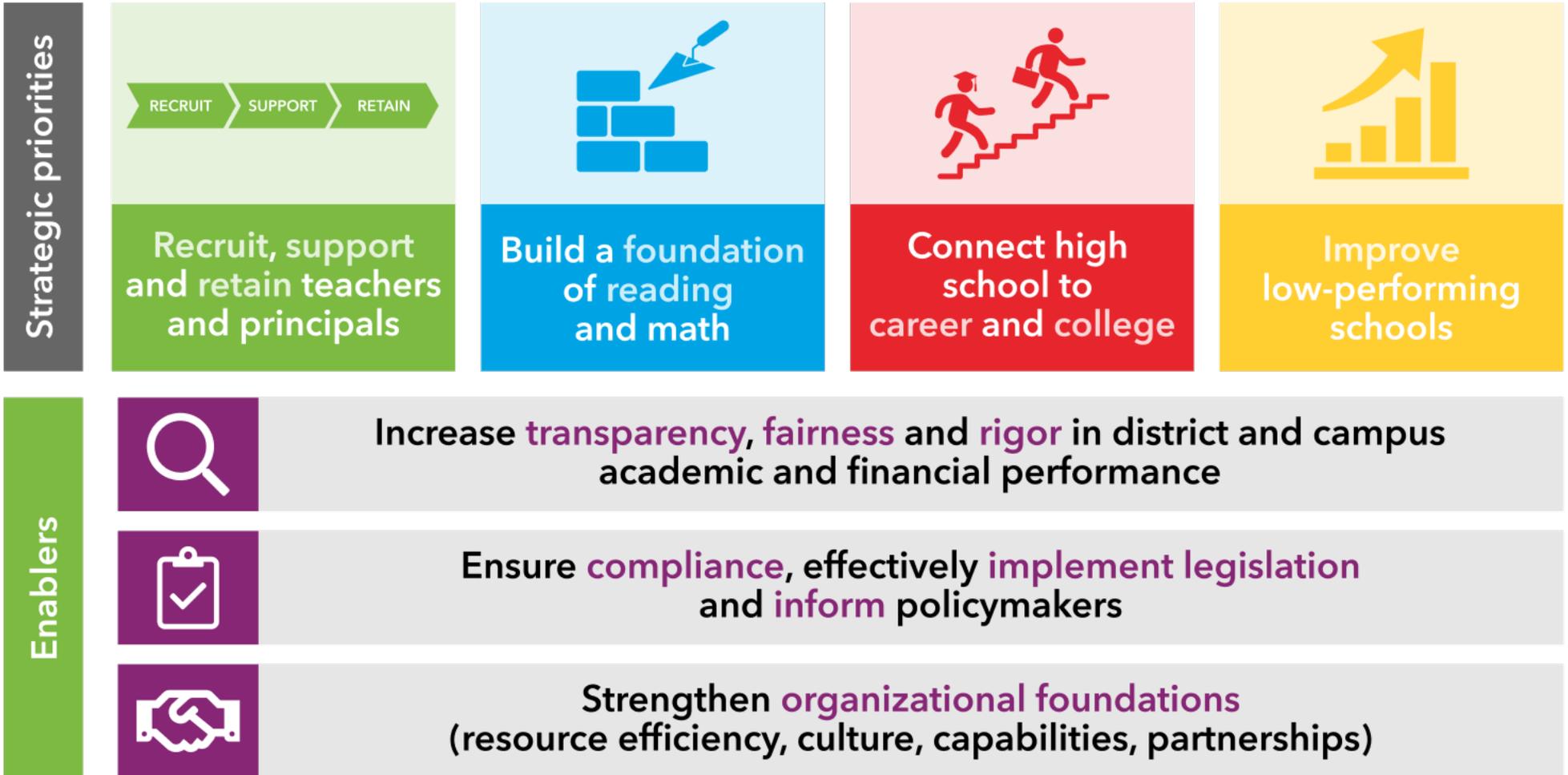
President	Scot Duncan
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Hooks Independent School District Improvement Committee

2023-2024

Assistant Superintendent of Instruction	Tracy Cook
High School Principal	Beverly Shannon
Junior High Principal	Kelly Odom
Elementary Principal	Kevin Breiby
High School Teacher/Special Education	Callie Morphew
High School Teacher	Teresa Kuhn
Junior High Teacher	Jade Harris
Junior High Teacher/ESL Coordinator	Cathy McBroom
Junior High Teacher	Tammy Baird
Elementary Teacher	Cassidy Crawford
Elementary Teacher/Dyslexia Therapist	Heather Walls
Elementary Teacher	Makenzy Makaramba
Parent Representative	Emily Fisher
Parent Representative	Kristen Holiday
Community Representative	Judy Cochran
Community Representative	Kim Baggett
Business Representative	Myra Jenkins
Business Representative	Bill Clements

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



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



Hooks ISD Comprehensive Needs Assessment

School Profile

The Hooks Independent School District (HISD) is located in the quiet East Texas town of Hooks, Texas. Hooks is a small community located in the northeast corner of Bowie County, just a few miles west of the city of Texarkana.

Hooks ISD has three campuses: Hooks Elementary is for grades Pre-K-4, Hooks Junior High serves students in grades 5-8 and Hooks High School is for grades 9-12.

Each campus offers a challenging curriculum that meets or exceeds the requirements of the Texas Education Agency. District wide programs include specialized instruction for ESL, Gifted & Talented, and Dyslexia students. The elementary school has an active Service-Learning program, academic UIL teams, and offers elementary Spanish as an enrichment opportunity.

The junior high campus also has an active boy's and girl's athletic program, art classes, robotics, UIL academic competitions, a number of academic clubs, a band program, a competitive E-Sports program and well-established agriculture classes.

The high school Graduation/Foundation Plan requires students to choose an endorsement, a personal pathway of study. Much as a student would pick a major in college, the new option for an endorsement provides a targeted area of study. All students entering the 9th grade will be required to select an endorsement pathway. The endorsements offered at Hooks High School are STEM, Business and Industry, Arts and Humanities, Public Services, and Multidisciplinary. Hooks High School offers a variety of vocational studies, as well as athletics, band, and UIL academic opportunities. In addition, students can earn college credits through concurrent enrollment in dual credit classes.

The adequate, well-kept facilities and classrooms are sufficient for educational excellence. Public Support for education in HISD is evident both in the community and through the parent volunteer programs. The administrative and instructional staff is motivated to produce confident, qualified leaders as they graduate and leave Hooks ISD.

Hooks ISD Enrollment as of September 26, 2023

Enrollment by Ethnicity:		
Hispanic	85	9.47%
American Indian/Alaskan	5	.56%
Asian	4	.45%
African American	107	11.92%
Hawaiian/Pacific Islander	1	.11%
White	601	66.93%
Two or More	95	10.58%
Total District Enrollment	898	100%

Student Achievement

Fundamental academic skills are essential for student success and high standards should be held for academic achievement in all subject areas. It is the belief of Hooks ISD that we must challenge and motivate each student to achieve at the highest level possible. All children are capable of learning; therefore, Hooks ISD will employ current, research-based teaching methods and materials to match the learning abilities of all students. Student achievement data comes from reports in the Texas Academic Performance Report (TAPR), PEIMS, Results Driven Accountability, and State Accountability. We disaggregate our data (with the help of DMAC) by passing rates in subject, grade, and ethnicity and by advanced rates in the same categories. Hooks ISD received an accountability letter grade of B and each of our campuses also received an accountability letter grade of B from the Texas Education Agency (TEA) for the 2021-2022 school year. We have identified College, Career and Military Readiness (CCMR) as an area of improvement and the area that is preventing the district and high school campus from achieving an A in our Accountability ratings. The high school principal and CTE teachers continue learning how to implement Programs of Study that lead to Industry Based Certifications to work on this area. The junior high campus is showing significant growth in academic achievement, as reflected in their accountability. The elementary campus is working on maintaining high levels of achievement. Mathematics is the area in grades 3-8 that needs to continue to improve. Ongoing professional development is essential to obtaining improvement in this area. The district will be working diligently at every campus to ensure progress is made toward reaching the highest achievement levels.

School districts in Texas are currently awaiting the arrival of state assessment data from the 2022-2023 school year.

The long-term effects of lost instruction due to COVID-19 are still applicable across grade levels and subject areas. Achievement in math has been the most effected. Specific academic materials have been identified and purchased to help accelerate learning for our students. Master schedules have been examined and adjusted to maximize learning time and programs evaluated and streamlined to create consistency from one grade to the next. Accelerated Instruction has been successfully implemented and data shows that it is effective in helping to close the gap in learning due to lost instruction.

According to surveys, 97% of parents felt the district staff expects all students can learn and perform well in school. 92% of parents are satisfied with their child's academic progress. In addition, 92% of parents agreed it is clear that high levels of engaging and relevant instruction is important at school.

**2018-2023 STAAR/EOC
FINAL PERCENTAGES FOR ACCOUNTABILITY**

	2018-2019 State Avg. AP/ME/MA	2018-2019 District Avg. AP/ME/MA	2020-2021 State Avg. AP/ME/MA	2020-2021 District Avg. AP/ME/MA	2021-2022 State Avg. AP/ME/MA	2021-2022 District Avg. AP/ME/MA	2022-2023 State Avg. AP/ME/MA	2022-2023 District Avg. AP/ME/MA
3 rd Reading	76/44/28	84/37/17	68/38/19	82/52/24	77/52/31	89/78/51	77/51/20	89/63/20
3 rd Math	78/47/24	83/54/19	61/30/14	84/42/16	70/42/21	89/78/49	72/43/19	93/60/31
4 th Reading	74/43/22	90/66/32	63/36/18	88/57/33	77/54/28	92/64/29	78/47/21	93/71/39
4 th Math	74/46/28	87/66/45	58/35/21	79/50/22	69/41/23	76/47/19	70/47/22	93/76/49
5 th Reading	86/51/29	88/45/25	72/45/30	72/32/23	80/56/37	89/63/49	81/56/28	84/54/24
5 th Math	89/56/36	92/37/14	69/43/24	52/21/5	75/46/23	83/48/14	79/49/21	82/40/9
5 th Science	74/48/23	63/37/22	61/30/12	61/20/3	66/37/17	82/42/12	64/34/15	79/48/17
6 th Reading	66/35/17	83/41/17	61/31/14	66/36/14	69/42/22	89/51/28	75/50/22	87/58/31
6 th Math	79/45/20	90/46/13	66/34/15	79/41/14	72/37/15	75/32/11	74/38/15	89/57/13
7 th Reading	74/47/28	79/49/26	68/44/25	78/54/36	77/53/35	88/61/35	77/53/26	86/57/21
7 th Math	73/41/16	69/31/3	54/25/11	57/9/0	59/29/12	65/27/2	61/35/10	66/33/12
8 th Reading	84/53/27	91/49/22	72/45/21	85/63/24	82/56/36	87/60/35	82/56/27	94/79/43
8 th Math	87/55/16	90/57/16	60/35/10	77/52/17	69/38/13	79/43/21	74/44/16	87/55/18
8 th Algebra I		100/100/50		100/83/67	72/44/28	100/87/60	78/45/24	100/91/82
8 th Science	79/49/24	84/43/19	67/42/23	80/44/14	73/43/22	76/35/16	72/45/16	67/31/3
8 th Soc Stud	67/35/20	75/32/13	56/27/13	69/31/14	59/29/17	71/39/16	60/31/15	64/30/12
English I	63/49/12	64/56/10	66/50/12	80/60/16	63/48/11	79/55/8	71/54/14	86/64/13
English II	67/51/8	83/65/4	70/57/11	92/85/16	71/57/9	91/78/13	84/56/9	94/86/12
Algebra I	84/62/39	88/68/40	72/41/23	94/70/40	74/46/30	90/67/32	78/45/24	89/52/18
Biology	88/63/26	90/56/16	81/54/22	84/49/9	82/57/23	96/71/12	89/57/22	95/73/25
US History	93/75/47	90/73/47	88/69/43	94/75/43	89/71/44	96/80/50	95/71/39	95/75/38

*19-20 STAAR/EOC Testing was not conducted due to the COVID – 19 Pandemic, an automatic waiver was issued by the Texas Education Agency.

Curriculum, Instruction, Assessment

The Assistant Superintendent of Instruction of Hooks Independent School District is responsible for supporting development and implementation of the Texas Essential Knowledge and Skills (TEKS) in the district curriculum. Hooks ISD utilizes the TEKS Resource System (TRS) as the district curriculum. The curriculum department provides district leadership in the following areas: development and delivery of instruction, interventions for students, professional development, assessment, instructional technology, and instructional resources. The needs assessment for curriculum and instruction includes review of the district curriculum, methods of delivery as well as monitoring efforts to determine effective implementation.

At Hooks ISD we share common goals and concerns for and commitment to the welfare of all children. The goal of the Pre-K–12 curriculum is to ensure that all students will learn the same core of significant content at a specific instructional level, from teacher to teacher, and school to school. Although the curricular objectives are aligned with national content standards, Texas Essential Knowledge and Skills, and state-mandated tests, the overriding goal is to design a curriculum that is academically rich, holistic, student-centered, and culturally diverse, honoring input and contributions from all Hooks ISD stakeholders. Hooks ISD is committed to the development of an exemplary system-wide curriculum that promotes high expectations for its teachers and students that result in meaningful student learning. The system-wide curriculum can best be described as a thinking curriculum, one that integrates content, process, and product; typifying real world situations. The decisions, strategies, and practices supporting the alignment of the *written, taught, and tested* curriculum will be rooted in internal and external research critical to providing optimum learning opportunities for all students.

Hooks ISD has made a commitment to providing relevant professional development for all teachers, promoting lifelong learners and a desire to pass that learning on to our students. To provide teachers with opportunities for instructional planning, the district developed an instructional calendar that included twelve professional development days placed strategically throughout the school year. Hooks ISD data continues to show a need in the areas of critical thinking, mathematics, and short-answer writing responses. The district will extend the focus to deepen teachers' knowledge of a variety of delivery modes while beginning to strengthen and deepen levels of content expertise. Staff are encouraged to attend subject specific professional development at the Region 8 Education Service Center. We will also be focusing on successful RtI and Accelerated Instruction programs at each campus, improving instruction for special populations, and delivering high quality instruction to all students. It is our belief at Hooks ISD that we continue to provide our teachers with quality planning time to produce high impact lessons for all students, which in turn, will result in increased student achievement. It has been the district's initiative to increase the use of TEKS aligned instructional materials and utilize data to inform instructional needs.

Staff Quality, Recruitment, and Retention

We believe at Hooks ISD that a positive overall district climate helps contribute to a high retention rate of teachers and staff. We believe we must be proactive in recruiting and retaining high quality teachers. We will continue to train and hold accountable all Hooks ISD staff to ensure the fulfillment of the Hooks ISD's vision and mission. We are committed to hiring staff that are certified for the subjects they teach. We will be proactive in recruiting for unfilled positions by posting job vacancies and conducting interviews in a timely manner. We will attend various job fairs in the spring of 2024 with the hopes of attracting additional high-quality teachers to our district and to promote the areas that make Hooks ISD a special place to work such as small class sizes, a sense of community and high parent involvement rates. We will also continue to offer competitive salaries and benefits to compete with the local industry. The district is currently in the data collection year for the Teacher Incentive Allotment which will not only help current staff earn additional money, but also help keep us competitive to surrounding districts.

School Culture

Hooks ISD continues to promote awareness, respect, appreciation, and understanding of all.

Family and community surveys show that 89% feel that disciplinary actions are fair and consistent. 93% of parents felt school personnel recognize students who are misbehaving. 90% of students and 99% of staff feel their school is safe.

The 2022-2023 school year brought a heightened focus on district safety and will extend through the 2023-2024 school year. The district has ensured that staff have been trained in the most current procedures. Campus drill protocols have been developed and drills are routinely conducted. District safety audits are done each year and discussed with campus administrators. Campus safety procedures are always a priority and evaluated on an ongoing basis. Public access to all campuses is limited to the front entrance of each campus and open access areas are being fenced. We are continuing to make campuses more secure through weekly exterior door checks and installing key card access for staff.

Bullying prevention is also an area we continue to improve on and have added an anonymous online reporting system to make it easier for threats to be reported and investigated. Each campus emphasizes the importance of kindness and has character education programs. Overall, parents, students and staff feel they are safe and are satisfied with Hooks ISD.

Organizational Structure and Processes

Central office staff accommodates the overall staffing and financial needs of the campuses as funds are available. Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student need. Additional instructional periods are offered for low-performing students. Teachers have the opportunity to meet at least three times a year to work on vertical alignment and resource calibration, data disaggregation as well as developing assessments that will drive classroom instruction. Teachers serve on decision-making committees and surveyed each year to determine satisfaction and areas in need of improvement. Central office staff are helpful and willing to assist staff with their needs. Customer service and satisfaction is our primary goal. Our number of transfers from other districts speaks of the confidence in our school in our area. A climate of high expectations, including the belief that all students can learn, is reinforced at all levels.

Family and Community Engagement

Effective communication with all stakeholders is always a priority for Hooks ISD. The district will continue to pursue every avenue available to us to ensure that all families are provided current information in a timely manner. Two-way communication is necessary for the district to know, understand and meet the needs of our students and families.

Parental and community engagement continue to be areas of focus for the district. Parental involvement continues to grow throughout the district as parents/guardians are invited to attend many events. Campuses hold many events for families to attend each year such as Meet the Teacher, Open House, Report Card Pick Up, Senior Parent Nights for college and career preparation, the STEAM Expo, Science Fairs, Grandparents Day, Dyslexia Family Night and many other family activities.

Hooks ISD also has many thriving extracurricular activities such as sports, band, theatre, and Ag. The Veterans Day program is well-attended by local veterans, families and community members and the district hosts a monthly Senior Citizens Luncheon for members of the community. The School Health Advisory Committee is active and plans relevant programs for students and community such as the Community Health Fair and events to promote wellness and healthy nutrition throughout the school year. Each campus also has an active parent or sports booster club that encourages family participation. The district takes multiple steps to effectively communicate with families and the community. The district utilizes the Skyward email system, Facebook Page, district webpage and text notifications through Remind to provide timely, useful information to parents and they also have access to their student's grades via the Skyward online portal.

Technology

As educational demands continue to evolve, Hooks Independent School District strives to ensure that students and staff have access to relevant technology. We will continue to expand and integrate technology into every aspect of the student academic experience to accomplish the Hooks ISD vision and mission. 92% of parents and 88% of teachers feel their school is well equipped with current technology resources. We will continue to monitor trends in technology and encourage innovation and learning among our teachers and staff. Hooks ISD will maintain an accurate and effective technology inventory system, which will guide budgeting proposals. This system will help determine annual needs. We will continue to maintain a sound and secure technology infrastructure, which will continue to supplement classroom instruction and support business operations. Infrastructure upgrades are primarily completed, ensuring that every campus has access to fast and reliable internet. This has allowed the district to participate in the purchase of technology devices from the state which will be used to expand the integration of classroom technology at all grade levels.

Hooks ISD

Federal, State and Local Funding Sources 2023-2024

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This school wide program will consolidate funds in the following way:

_____ Full Consolidation of Funds _____ Consolidation of Federal Funds Only X Title I, Part A Only

Federal Program/Funding Source	
Title I, Part A	\$240,974
Title II, Part A	\$35,934
Title IV, Part A	\$19,836
National School Lunch and Breakfast Program	\$360,000
Title V, Part B Rural	\$27,034
State Program/Funding Source	
State Compensatory Education	\$800,569
Career & Technology	\$1,004,461
Early Education	\$92,400
Special Education	\$1,047,789
Bilingual/ESL	\$16,016
Dyslexia Allotment	\$73,920
School Safety Allotment	\$53,475
Gifted and Talented Allotment	\$16,926
Textbook Fund	\$50,000
CCMR	\$12,000

WORKSHEET FOR DISTRICT AND CAMPUS IMPROVEMENT PLANS 2023-2024								
<u>COST</u>	<u>FTE'S</u>	<u>HIGH SCHOOL</u>	<u>FTE'S</u>	<u>JUNIOR HIGH</u>	<u>FTE'S</u>	<u>ELEMENTARY</u>	<u>FTE'S</u>	<u>DISTRICT</u>
PIC 30								
Teacher Salaries	1.19	\$ 67,986	2.24	\$ 138,932	0.5	\$ 27,446	3.93	\$ 234,364
Aide Salaries	3	\$ 70,446	0	\$ -	1	\$ 23,620	4	\$ 94,066
Supplies Software		\$ 10,000		\$ 18,700		\$ 19,850		\$ 48,550
Supplies General		\$ -		\$ 3,000		\$ 5,000		\$ 8,000
Other (Travel)		\$ 500		\$ 2,000		\$ 500		\$ 3,000
Total PIC 30		\$ 148,932		\$ 162,632		\$ 76,416		\$ 387,980
PIC 24								\$ -
Teacher Salaries	0.22	\$ 11,500					0.22	\$ 11,500
PIC 28								\$ -
Other Alternative School		\$ 32,000		\$ 19,000		\$ 1,000		\$ 52,000
PIC 34								\$ -
Teacher Salaries Pre-k					0	\$ -	0	\$ -
Aides Salaries Pre-k					0	\$ -	0	\$ -
Supplies								\$ -
Contracted Services						\$ -		\$ -
Total PIC 34						\$ -		\$ -
Grand Total		\$ 192,432		\$ 181,632		\$ 77,416		\$ 451,480

Hooks Independent School District

Goal 1. Hooks ISD will provide all staff with a foundation of support to promote leadership and success.

Objective 1. The district will provide all staff with the necessary time, resources, and professional development needed in order to become active leaders of learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. A comprehensive needs assessment will be conducted by the District Site-Based Committee to identify educational strengths and weaknesses in student achievement, curriculum, instruction and assessment, staff quality, recruitment and retention, school culture and climate, organizational structure and processes, family and community involvement and technology. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Assistant Superintendent of Instruction</p>	<p>monthly through October</p>	<p>(S)Local Funds</p>	<p>Criteria: Comprehensive Needs Assessment Narrative and alignment with Campus Improvement Plan</p> <p>09/27/23 - On Track 02/02/23 - Completed 09/19/22 - Pending</p>
<p>2. The district will foster collaboration of all stakeholders by utilizing surveys for input, comments, and suggestions from parents, staff, and students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)</p>	<p>Assistant Superintendent of Instruction, Principal(s), Superintendent(s)</p>	<p>Spring Semester</p>	<p>(S)Local Funds</p>	<p>Criteria: Surveys will be utilized to identify strengths and weaknesses and to provide the district data in regards to overall stakeholder satisfaction.</p> <p>02/05/24 - Significant Progress 02/02/23 - Completed 09/19/22 - Pending 01/10/22 - On Track</p>
<p>3. The district will continue to have District Improvement Committee meetings to help improve the district plan as well as identify district needs. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1)</p>	<p>Assistant Superintendent of Instruction, Superintendent(s)</p>	<p>October, January, May</p>	<p>(S)Local Funds</p>	<p>Criteria: Committee will meet and revise the DIP and copies will be provided to each committee member. A copy will also be posted on the district website.</p> <p>02/02/23 - On Track 09/19/22 - Pending 01/10/22 - On Track</p>
<p>4. The campus and district administrators will meet each week to discuss campus operations, business and personnel matters, technology, curriculum & instruction, athletics, and band. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)</p>	<p>Superintendent(s)</p>	<p>Weekly</p>	<p>(S)Local Funds</p>	<p>Criteria: Sign-in sheets, minutes, and meeting agendas will be used in the district's comprehensive needs assessment.</p> <p>02/05/24 - On Track 02/02/23 - On Track</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				09/19/22 - Pending 01/10/22 - On Track
5. The district will analyze campus instructional leadership surveys for growth areas, and provide campus leaders with professional development focused on individual needs. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent of Instruction, Superintendent(s)	Spring Semester	(S)Local Funds	Criteria: Survey results and professional development records of leadership training attended will be used to evaluate professional development needs. 09/27/23 - On Track 02/02/23 - Completed 09/19/22 - Pending
6. The campus and district administrators will promote positive attitudes and present positive role models for students and the district. Staff will follow the Educator Code of Ethics. The district will maintain positive school and community relations. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent of Instruction, Principal(s), Superintendent(s), Teacher(s)	Daily	(S)Local Funds	Criteria: School and community surveys will be evaluated as part of district needs assessment. 02/05/24 - Some Progress 01/10/22 - On Track
7. The district will continue to provide staff development for teachers and administrators that will include information regarding Skyward, DMAC, Response to Intervention, Gifted and Talented, STAAR/EOC, Special Education, formative and summative assessments, differentiation, cooperative learning, implementation of technology in the classroom, and other research based best practices to meet the identified needs of all student populations. (Title I SW Elements: 2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4)	Assistant Superintendent of Instruction, Principal(s)	August, January, February	(S)State Compensatory	Criteria: Documentation will be provided to show evidence of ongoing data driven professional development as it connects to curriculum, instruction, assessment, and campus planning in the form of sign-in sheets, professional development certificates and training evaluations based on the board approved professional development clearinghouse. 01/10/22 - On Track
8. The district will utilize EduHero to assist in meeting required professional development components including Mental Health, Suicide	Assistant Superintendent of Instruction, Principal(s)	August, January, February	(F)Title I, (S)Local Funds	Criteria: EduHero reports and completion certificates will be utilized to show evidence of

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Prevention and Awareness, Child Abuse Reporting and Bullying. (Title I SW Elements: 2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4)				professional development as it relates to meeting compliance and campus planning. 02/05/24 - Completed 01/10/22 - On Track
9. All administrators will attend professional development sessions designed to keep them informed with up-to-date information regarding STAAR/EOC testing content, analysis, and state requirements. Administrators will incorporate information into staff development for their campus staff. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent of Instruction, Principal(s)	August, January, February	(S)Local Funds	Criteria: Sign-in sheets and agendas from staff development sessions will be used. Professional development will be evaluated locally by surveys to determine effectiveness of the training. 01/10/22 - On Track
10. The district will utilize Region VIII ESC to provide training and support to staff on identified needs and will utilize instructional consultants to improve alignment of the written, taught and tested curriculum. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Assistant Principal(s), Assistant Superintendent of Instruction, Principal(s), Teacher(s)	August	(F)Title I, (S)Local Funds	Criteria: Staff Surveys on professional development needs. Student assessment results. Staff Surveys on professional development needs. Student assessment results. 09/27/23 - On Track 01/10/22 - Completed
11. The district will provide training on Google Classroom and Technology Solutions to support teachers and ensure all students have access to an equitable education. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Instructional Technology Specialist, Technology Support Team	August, October, January	(F)Title I	Criteria: Responses from teacher, student and parent feedback on yearly needs assessment surveys. 02/02/23 - Significant Progress 09/19/22 - Some Progress 01/10/22 - Completed

Hooks Independent School District

Goal 1. Hooks ISD will provide all staff with a foundation of support to promote leadership and success.

Objective 2. The district will have a plan in place to attract and retain appropriately certified, competent personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will actively recruit, hire and retain highly quality, appropriately certified teachers and paraprofessionals for all classrooms to meet the TEA and ESSA certification requirements. (Title I SW Elements: 2.2) (Target Group: All,AtRisk) (Strategic Priorities: 1)	Principal(s)	May, June, July	(F)ESSER II/III, (F)Title I, (S)State Comp FTE, (S)State Compensatory	Criteria: Teachers and paraprofessionals will be evaluated by Equity Data Survey submitted to the Texas Education Agency. 09/27/23 - Significant Progress 02/02/23 - Completed 09/19/22 - On Track
2. We will continually train and hold accountable all Hooks ISD staff to ensure the fulfillment of the Hooks ISD's vision and mission. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,4)	Assistant Superintendent of Instruction, Department Heads, Principal(s), Superintendent(s)	Daily	(S)Local Funds	Criteria: Walk-Through, T-TESS and Student Learning Objective Data will be used to determine progress. 01/10/22 - On Track
3. The district will conduct a new employee orientation. Training will include new core subject area teachers in the components and use of the district curriculum (TEKS Resource System), Skyward Student Access, DMAC and T-TESS Evaluations. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent of Instruction, Principal(s)	August	(S)Local Funds	Criteria: Sign in sheets and documentation of student progress in core subjects areas will be documented. 09/27/23 - Completed 01/10/22 - Completed
4. The district will continue mentoring programs for first year teachers. Mentors will be trained each year and provided a handbook for reference. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent of Instruction, Principal(s)	Daily	(S)Local Funds	Criteria: New staff surveys to determine mentoring program effectiveness and needs. 01/10/22 - On Track
5. The district will provide support to new teachers by providing the teacher(s)with data from weekly walk-throughs. This data will be used to support the teacher(s)with instructional planning, vertical alignment, research-based instructional strategies, and classroom management. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,4)	Assistant Principal(s), Assistant Superintendent of Instruction, Principal(s), Superintendent(s)	Daily	(S)Local Funds	Criteria: Walk-Through reports and data analysis from those reports will be used to evaluate instructional delivery. 01/10/22 - On Track

Hooks Independent School District

Goal 1. Hooks ISD will provide all staff with a foundation of support to promote leadership and success.

Objective 2. The district will have a plan in place to attract and retain appropriately certified, competent personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. The district will continue to recruit and retain staff through a competitive compensation structure and TIA. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 1)	Business Manager, Human Resource Coordinator, School Board, Superintendent(s)	Spring	(F)Title II, (F)Title IV, (S)Local Funds, (S)State Comp FTE, (S)State Compensatory	Criteria: The district will have a sign in sheet at the Texas A&M Texarkana and Region 8 Job Fair and the number of employees hired as a result of attending the job fair. TASB compensation audits will be used to ensure a continued competitive pay structure. 02/02/23 - Completed 09/19/22 - Pending 01/10/22 - On Track

Hooks Independent School District

Goal 2. Hooks ISD will provide academic programs which will ensure all students will have the necessary skills to continue their education.

Objective 1. The district will continue to improve student achievement at all levels by providing all students with an academic curriculum that is deeply aligned to the state standards and delivered by high quality teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In maintaining high expectations for all students, Hooks ISD will create structures at ALL levels that maximize the potential of all students through rigorous curriculum and instruction and having appropriate assessments that will drive instruction. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	All Staff	Daily	(S)Local Funds	Criteria: Student performance in the classroom, district, and state assessments. 01/10/22 - On Track
2. The district will assist campuses in disaggregating state assessment data and other assessment data by using the DMAC system in all core subject areas to locate areas in the curriculum that need improvement and assist campuses in developing intervention strategies and/or classes to address those specific needs. (Title I SW Elements: 2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4)	Assistant Superintendent of Instruction, Principal(s), Teacher(s)	January, April, June, August	(F)Title I, (S)Local Funds	Criteria: Disaggregated data and instructional plans will be used to determine the program's effectiveness. 02/02/23 - Significant Progress 09/19/22 - Pending 01/10/22 - On Track
3. The district will continue to utilize data driven instructional planning processes on all campuses to align curriculum, instruction, and assessment to prepare for EOC and STAAR testing. This will be done by scheduling meetings for professional learning communities and district and campus vertical alignment meetings. All campus principals are part of the region 8 data cohort. (Title I SW Elements: 2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,3)	Assistant Superintendent of Instruction, Principal(s), Teacher(s)	2 times per semester	(S)State Compensatory	Criteria: Meeting minutes and data will be used. Closing the Gaps Accountability measures will also be utilized to determine effectiveness. 01/10/22 - On Track
4. The district will continue monitoring campus and district level data from walk-throughs to ensure improved instructional delivery and student performance. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Assistant Superintendent of Instruction, Principal(s), Superintendent(s)	Daily	(S)Local Funds	Criteria: Walk-Through reports and data analysis from those reports will be used to evaluate instructional delivery. 02/05/24 - Significant Progress 09/19/22 - On Track 01/10/22 - Significant Progress

Hooks Independent School District

Goal 2. Hooks ISD will provide academic programs which will ensure all students will have the necessary skills to continue their education.

Objective 1. The district will continue to improve student achievement at all levels by providing all students with an academic curriculum that is deeply aligned to the state standards and delivered by high quality teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. The district will identify and monitor business and industry educational opportunities that are available to Career and Technology Education (CTE) students and implement strategies that will prepare students for those opportunities. (Title I SW Elements: 2.2) (Target Group: CTE) (Strategic Priorities: 3)	Assistant Superintendent of Instruction, Counselor(s), CTE Coordinator, CTE Instructors, Dean of Students	Per semester	(S)Local Funds	Criteria: CCMR Accountability data and Industry Based Certifications will be used to determine program success and needs. 02/02/23 - Some Progress 09/19/22 - Pending 01/10/22 - On Track
6. The district will continue to provide professional development for K-12 math teachers in successful implementation of the math TEKS. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent of Instruction, Instructional Coach, Principal(s)	Once per six weeks	(S)Local Funds	Criteria: Student performance on district and state math assessments will be used. 02/02/23 - On Track 09/19/22 - Pending 01/10/22 - On Track
7. The district will continue its partnership with Texarkana College and TC at Tex Americas to develop and offer dual credit courses to our students. (Title I SW Elements: 2.6) (Target Group: CTE,11th,12th) (Strategic Priorities: 3)	Assistant Superintendent of Instruction, Counselor(s), Dean of Students	August and January	(S)Local Funds	Criteria: Student course grades, number of students earning credit and cumulative number of college hours earned will be used to evaluate the effectiveness of the partnership. 02/05/24 - On Track 02/02/23 - Completed 01/10/22 - On Track
8. Curriculum, instruction, and student performance will reflect college and career readiness standards. (Title I SW Elements: 2.1,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Assistant Superintendent of Instruction, Department Heads, Principal(s)	Daily	(S)Local Funds	Criteria: Index 4 CCMR Accountability measures. 01/10/22 - On Track
9. The district will utilize Instructional Consultants from Region VIII ESC to provide professional development and support to staff in all subject areas. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic	Assistant Superintendent of Instruction, Principal(s), Region VIII ESC	August - May	(F)Title I, (S)Local Funds	Criteria: Student performance on district and state assessments will be used. 01/10/22 - On Track

Hooks Independent School District

Goal 2. Hooks ISD will provide academic programs which will ensure all students will have the necessary skills to continue their education.

Objective 1. The district will continue to improve student achievement at all levels by providing all students with an academic curriculum that is deeply aligned to the state standards and delivered by high quality teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 2,3,4)				

Hooks Independent School District

Goal 2. Hooks ISD will provide academic programs which will ensure all students will have the necessary skills to continue their education.

Objective 2. The district will commit to addressing the diverse needs and learning styles of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will use "The Texas State Plan for the Education of Gifted/Talented Students" as a guidance in meeting the requirements for the education of our gifted and talented students at all levels to ensure the district meets the unique needs of these students. (Title I SW Elements: 2.1,2.5) (Target Group: GT) (Strategic Priorities: 3)	Assistant Superintendent of Instruction, Principal(s), Teacher(s)	Daily	(S)GT, (S)Local Funds	Criteria: GT lesson plans and walk-through data will be used to determine if requirements are being met. 01/10/22 - On Track
2. The district will implement the use of portfolios and flash drives as a way for GT students to document their projects and work from year to year. (Title I SW Elements: 2.5) (Target Group: GT) (Strategic Priorities: 3)	Assistant Superintendent of Instruction, GT Committee, Principal(s), Teacher(s)	Daily	(S)GT, (S)Local Funds	Criteria: Portfolios will be checked to monitor effectiveness of GT Program. 01/10/22 - On Track
3. The district will continue to provide services to special education students through Western Bowie County Special Education Cooperative Services. (Title I SW Elements: 2.5,2.6) (Target Group: SPED) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Superintendent(s)	Daily	(S)Local Funds, (S)Special Education	Criteria: The signed contract between Western Bowie County Special Education Cooperative Services and Hooks ISD. 01/10/22 - On Track
4. The district will improve the use of allowable accommodations in order to have the greatest likelihood to improve the achievement of participating students to meet the states achievement standards. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 4)	504 Committee, Assistant Superintendent of Instruction, Counselor(s), District Testing Coordinator, Rtl Coordinator, Special Ed Teachers, Teacher(s)	November	(F)IDEA Special Education, (F)Title I, (S)Local Funds, (S)Special Education	Criteria: Evidence of teacher professional development in the areas of assessment and effective instruments will be provided. 02/02/23 - Significant Progress 09/19/22 - Pending 01/10/22 - Completed
5. The district will continue to provide professional development for administrators, teachers, and other ARD committee staff members concerning the selection of appropriate state testing options for students. (Title I SW Elements: 2.1,2.2,2.5) (Target Group: SPED,AtRisk,504) (Strategic Priorities: 4)	Assistant Superintendent of Instruction	August	(F)IDEA Special Education, (S)Local Funds, (S)Special Education	Criteria: Professional development certificates of completion and STAAR/EOC results will be used. 02/05/24 - On Track 01/10/22 - Completed
6. The district will continue to implement a	Assistant Superintendent of	November,	(F)IDEA Special Education,	Criteria: The PBMAS Performance

Hooks Independent School District

Goal 2. Hooks ISD will provide academic programs which will ensure all students will have the necessary skills to continue their education.

Objective 2. The district will commit to addressing the diverse needs and learning styles of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
targeted improvement plan for the special education program in order to satisfy ESSA-SPED requirements. (Title I SW Elements: 2.5,2.6) (Target Group: SPED,AtRisk) (Strategic Priorities: 4)	Instruction, Counselor(s), Diagnostician, Principal(s), Superintendent(s), Teacher(s)	February, April, June	(S)Local Funds	Level Summary district report will be used to determine if improvement plan is working in obtaining district goals as well as agendas, sign-in sheets, and minutes. 01/10/22 - On Track
7. The district will continue to support and improve dyslexia intervention services at all campuses through certified dyslexia teachers. The students will receive instruction and support through the Take Flight Dyslexia Program. Students will receive accommodations as appropriate. (Title I SW Elements: 2.5,2.6) (Target Group: Dys,504) (Strategic Priorities: 2)	Assistant Superintendent of Instruction, Dyslexia Specialist, Principal(s), Teacher(s)	Daily	(F)Title I	Criteria: Certification records and CALT assessment scores will be kept in employees' personnel file. 01/10/22 - On Track
8. The district will continue to monitor progress for all English Language Learners (ELL) and provide follow-up training as needed for teachers working with this diverse group of students. Each campus will have teachers certified as ESL teachers who provide instructional support to these students. (Title I SW Elements: 2.5) (Target Group: EB) (Strategic Priorities: 2,4)	Assistant Superintendent of Instruction, ELL Coordinator, Principal(s), Teacher(s)	Every 3 weeks	(F)Title I, (S)Bilingual/ESL	Criteria: Students will be evaluated for progress by the following means: Teacher training sign-in sheets, student progress reports, report cards, Renaissance progress monitoring reports, walk-through observations, and TELPAS results. 01/10/22 - On Track
9. The district will strengthen the academic program by supporting the enrichment and fine arts opportunities at each campus during the instructional school day. (Title I SW Elements: 2.6,3.1,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 3,4)	Assistant Superintendent of Instruction, Principal(s)	Monthly	(S)Local Funds	Criteria: Documentation of administrators' meetings including sign-in sheets, minutes, and agendas. 01/10/22 - On Track
10. The district will continue to offer a Prekindergarten program for eligible children	Assistant Superintendent of Instruction, Principal(s),	Yearly	(F)Title I, (S)Local Funds	Criteria: Provide evidence of monitoring and documentation of

Hooks Independent School District

Goal 2. Hooks ISD will provide academic programs which will ensure all students will have the necessary skills to continue their education.

Objective 2. The district will commit to addressing the diverse needs and learning styles of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
that is focused on raising the academic achievement of those children once they reach school age and will aide in their transition to Kindergarten. (Title I SW Elements: 2.5,2.6,3.1) (Target Group: PRE K) (Strategic Priorities: 2,4)	Superintendent(s)			the transition process. 01/10/22 - On Track
11. All core content teachers will be involved in Department and RtI Meetings that meet regularly to plan for student engagement, differentiation and research based instructional strategies. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Principal(s)	2 times per semester	(S)Local Funds	Criteria: Sign-in sheets,Agendas, and Minutes from meetings 01/10/22 - On Track
12. The district will provide ARD and 504 Meeting training on how to correctly conduct meetings to principals. (Title I SW Elements: 1.1) (Target Group: SPED,504) (Strategic Priorities: 1)	Assistant Superintendent of Instruction, Superintendent(s)	Once a year	(S)Local Funds	Criteria: Sign in sheets will be used to document training. 02/02/23 - Completed 09/19/22 - Pending 01/10/22 - Completed
13. The district will create master schedules at each campus that allow for additional instructional time for students At Risk. (Title I SW Elements: 1.1,2.2) (Target Group: AtRisk) (Strategic Priorities: 4)	Counselor(s), Principal(s)	July	(S)Local Funds	Criteria: Master Schedules will be evaluated for effectiveness every summer. 01/10/22 - Completed
14. The district will train intervention and special education teachers in the Reading By Design program to provide ongoing support to students identified with Dyslexia or reading difficulties. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: AtRisk,Dys) (Strategic Priorities: 2)	504 Committee, Assistant Superintendent of Instruction, Principal(s)	Every 6 weeks	(F)Title I, (S)Local Funds	Criteria: Student report cards. 02/02/23 - Completed 01/10/22 - On Track

Hooks Independent School District

Goal 3. Hooks ISD will strengthen the instruction in the district by broadening the integration of technology into the teaching and learning taking place in the district classrooms.

Objective 1. The district will educate all staff in the use of technology to effectively enhance and strengthen the instructional process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hooks ISD will invest in staff by providing professional development to enable teachers to facilitate student use of the latest technology. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Superintendent of Instruction, Director of Technology, Principal(s)	Weekly	(S)Local Funds	Criteria: Evaluation will include district sign-in sheets and training evaluations will document the effectiveness of the training. 01/10/22 - On Track
2. Hooks ISD staff will design learning experiences which seamlessly integrate technology into the curriculum. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Principal(s), Teacher(s)	Daily	(S)Local Funds	Criteria: Lesson Plans and Student Artifacts 01/10/22 - On Track
3. Hooks ISD will structure student-driven learning that integrates technology to provide students with competencies to be successful in a global society. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Principal(s), Teacher(s)	Daily	(S)Local Funds	Criteria: Student Surveys and Artifacts 01/10/22 - On Track
4. The district will continue to provide a wide variety of technology products for use in classrooms and labs at each campus. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Director of Technology, Instructional Technology Specialist	June, July, August	(S)Local Funds	Criteria: Technology survey will be used to determine the technology needs. 09/27/23 - Significant Progress 01/10/22 - Completed
5. The district will continue to keep the campus computer labs up-to-date in order for students to have access to online courses for the recapture of high school credits, remediation, and enrichment activities. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3,4)	Director of Technology, Principal(s), Technology Support Team	Daily	(S)Local Funds	Criteria: Support system documentation will be used to determine the needs of the computer labs at the campuses. 01/10/22 - On Track
6. The district will continue to renew contract service agreements in order to have repairs and maintenance done on various technology and copiers. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Director of Technology	Monthly	(S)Local Funds	Criteria: The contract service agreement will be documentation used to determine the technology and copier repairs. 02/02/23 - Completed 01/10/22 - On Track

Hooks Independent School District

Goal 3. Hooks ISD will strengthen the instruction in the district by broadening the integration of technology into the teaching and learning taking place in the district classrooms.

Objective 1. The district will educate all staff in the use of technology to effectively enhance and strengthen the instructional process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. The district will upgrade the technology infrastructure to obtain maximum bandwidth at every campus making it possible to connect more devices at each campus. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Director of Technology, Superintendent(s)	Spring, Summer	(S)Local Funds	Criteria: Completion of cable and improved connectivity at the junior high campus. 01/10/22 - Some Progress
8. The district will implement best practices in chromebook/iPad usage at all grade levels. On going professional development and modeling will be provided to support effective classroom practices that positively impact academic performance. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3,4)	Assistant Superintendent of Instruction, Director of Technology, Instructional Technology Specialist, Technology Support Team	September to November	(S)Local Funds	Criteria: Staff, parent and student surveys on ability to participate successfully in remote instruction will be utilized. 01/10/22 - Significant Progress

Hooks Independent School District

Goal 4. Hooks ISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school wide behavior.

Objective 1. The district will implement guidelines and procedures to ensure the health and safety of all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will continue to monitor its Emergency Operations Plan and provide training to district personnel on the updated procedures outlined. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Operations Director, Superintendent(s)	March 2017	(S)Local Funds	Criteria: Sign-in sheets and training materials will be used to determine the effectiveness of the emergency training. 02/02/23 - Some Progress
2. The district will continue to provide Handle with Care (HWC), the active shooter training and Standard Response Protocol training on each campus. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Principal(s), SRO Officer	August	(S)Local Funds	Criteria: Training will be documented through sign-in sheets and training evaluations. 02/05/24 - Significant Progress 09/27/23 - Completed 01/10/22 - Completed
3. The district will continue to provide Bully Prevention training, CPR, Blood Born Pathogens, At- Risk Prevention , Sexual Abuse Prevention, Child Abuse Reporting , and any other trainings that relate to student and staff safety and security needs. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1,4)	Assistant Superintendent of Instruction, Counselor(s), Principal(s), School Nurse	Fall semester	(S)Local Funds	Criteria: Training will be documented through sign-in sheets and training evaluations. 02/05/24 - Completed 10/16/23 - Significant Progress 01/10/22 - Completed
4. The district will continue to use Positive Behavior Intervention Supports and provide training to all staff in how to monitor student behavior and develop appropriate interventions to target specific behaviors. PBIS will be utilized to help reduce Significant Disproportionately among minority students. (Title I SW Elements: 2.6) (Target Group: All,AA,SPED) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Region VIII ESC	August	(S)Local Funds	Criteria: Training will be documented through sign-in sheets and training evaluations. 10/16/23 - On Track 01/10/22 - Completed
5. The district will provide a Disciplinary Alternative Education Program (DAEP) for students who violate the Student Code of Conduct. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 1,4)	Principal(s)	Monthly	(S)State Compensatory	Criteria: PEIMS report documenting students placed in DAEP. 10/16/23 - On Track

Hooks Independent School District

Goal 4. Hooks ISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school wide behavior.

Objective 1. The district will implement guidelines and procedures to ensure the health and safety of all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				02/02/23 - Completed 01/10/22 - On Track
6. The district employs a School Resource Officer (SRO), duties include maintaining a safe environment conducive to learning and contributing to education process for students. Provide for the safety of students, faculty, staff, and the security of all district and campus property. SRO will patrol campuses, assist in the reduction of truancy, respond to calls from campuses, investigate motor vehicle accidents and assist staff with after hour functions. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 4)	Operations Director, SRO Officer, Superintendent(s)	Daily	(S)Local Funds	Criteria: SRO will provide documentation of incidents that take place within Hooks ISD. 10/16/23 - On Track 02/02/23 - Completed 01/10/22 - On Track
7. The district will continue random drug testing of eligible students and staff. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Principal(s), SRO Officer	Each six weeks	(S)Local Funds	Criteria: Reports provided by Lab Cor. 10/16/23 - On Track 02/02/23 - Completed 01/10/22 - On Track
8. The district will provide security cameras, buzzer systems, Raptor Alert and Raptor check in/check out system. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Director of Technology, Maintenance Coordinator, Operations Director	Yearly	(S)Local Funds	Criteria: Documentation will be provided by maintenance tickets and recorded records of security cameras. 02/05/24 - Significant Progress 02/02/23 - Some Progress 01/10/22 - On Track
9. The district will provide a comprehensive counseling program and promote positive character and choices at every campus. (Title I SW Elements: 2.1,2.6,3.2) (Target Group: All) (Strategic Priorities: 4)	Counselor(s), Dean of Students	August - May	(S)Local Funds	Criteria: Teacher and Student Climate Surveys 02/02/23 - Some Progress 01/10/22 - On Track
10. The district will utilize the School Health Advisory Committee (SHAC) to promote health, nutrition and an active lifestyle at every	School Nurse	May	(S)Local Funds	Criteria: School health survey 02/02/23 - Significant Progress

Hooks Independent School District

Goal 4. Hooks ISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school wide behavior.

Objective 1. The district will implement guidelines and procedures to ensure the health and safety of all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
campus. (Title I SW Elements: 1.1,2.1,3.2) (Target Group: All) (Strategic Priorities: 4)				09/19/22 - Pending 01/10/22 - On Track
11. The district will provide healthy and nutritious meal options for students to promote wellness and learning. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Business Manager, Food Service Director and Managers	Daily	(F)USDA	Criteria: Food Service Reports 10/16/23 - On Track 02/02/23 - Completed 01/10/22 - On Track
12. The district will utilize Threat Assessment Teams and the Threat Assessment Analysis Rubric to assess the threat of student violence. (Title I SW Elements: 2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4)	All Staff, Assistant Principal(s), Counselor(s), Principal(s)	August-May	(S)Local Funds	Criteria: The rubrics filled out will be used to determine effectiveness of process. 01/10/22 - On Track
13. The district will maintain the safe and secure environment of all school facilities. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Maintenance Coordinator, Operations Director, Principal(s)	Daily	(F)Title IV	Criteria: School Safety Evaluation 01/10/22 - On Track
14. The district will implement a character education program at each campus. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	Counselor(s)	Each Semester	(S)Local Funds	Criteria: Number of behavior referrals each year. 02/02/23 - Some Progress 01/10/22 - On Track
15. The district will provide training to staff on Trauma-Informed Care. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Counselor(s), School Nurse	Once a year	(S)Local Funds	Criteria: Number of counselor referrals. 02/02/23 - Completed 01/10/22 - Pending 01/10/22 - Completed
16. The district will provide staff training on Traumatic Injury Response Protocol (stop the bleed protocol) and implement bleeding control stations throughout the district. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Principal(s), School Nurse, Superintendent(s)	January	(S)Local Funds	Criteria: Training will be documented through sign in sheets and bleeding control stations will be inventoried for compliance. 02/02/23 - Completed 09/19/22 - Pending 01/10/22 - Completed

Hooks Independent School District

Goal 4. Hooks ISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school wide behavior.

Objective 1. The district will implement guidelines and procedures to ensure the health and safety of all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
17. The district will develop, implement and revise as needed a Return to School Plan in response to the COVID-19 Pandemic. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)	District Personnel, Human Resource Coordinator, Maintenance Coordinator, School Nurse, Superintendent(s)	August	(S)Local Funds	Criteria: Stakeholders will be surveyed to ensure plan effectiveness. 01/10/22 - Completed

Hooks Independent School District

Goal 5. Hooks ISD will facilitate family and community involvement in the growth and success of all students.

Objective 1. Hooks ISD will increase community/parent involvement and support through multiple measures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will maintain regular communication with all district stakeholders through Skyward Family Access, Skyward Message Center, Remind text notifications, campus newsletters, media releases, web page posting, social media formats. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Campus Secretary, District Personnel	Daily	(S)Local Funds	Criteria: Reports will be generated through Skyward, school web site visits, and social media records. 01/10/22 - On Track
2. The district will continue to conduct parent/community surveys to determine concerns, needs, and interests. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Assistant Superintendent of Instruction, Federal Programs Coordinator	Spring	(F)Title I	Criteria: Survey results will be used to determine the concerns, needs, and interests of the district. 02/05/24 - On Track 02/02/23 - Completed 09/19/22 - Pending
3. The district will conduct meet the teacher nights, open house, Veteran's Day program, a monthly Senior Luncheon, Grandparents Day, College & Career Senior Nights, and other events for all parents and community members. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	All Staff	Fall and Spring	(S)Local Funds	Criteria: Sign-in sheets at each event will be used to document participation. 01/10/22 - On Track
4. The district will continue to promote FFA, Band, and Athletic Parent Booster Clubs at the junior and high school campuses along with the Parent Booster Club at the elementary campus (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3)	All Staff, Parent Booster Club Board and Officers, Principal(s), Superintendent(s)	Monthly.	(S)Local Funds	Criteria: Evaluation will be documented through sign-in sheets, agendas, and minutes. 01/10/22 - On Track
5. Each campus will provide a Title I informational meeting to communicate the Title I requirements to parents and community stakeholders. Campuses will review and update Parent Compacts and Parental and Family Engagement Policies as a part of each meeting. (Title I SW Elements: 3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Federal Programs Coordinator, Principal(s)	August-September	(F)Title I	Criteria: Training will be documented through participation and attendance logs. 09/19/22 - Significant Progress 01/10/22 - Completed

Hooks Independent School District

Goal 6. Hooks ISD will develop strategies to improve attendance and eliminate dropouts.

Objective 1. All students will graduate from high school

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will ensure campus attendance clerks work with the district PEIMS coordinator to prevent/recover dropouts and record detailed information about all leavers. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 3,4)	Attendance Secretary, Counselor(s), Principal(s)	Weekly	(S)Local Funds	Criteria: Skyward attendance report is used to view the attendance rate at each campus. 01/10/22 - On Track
2. The district will support in developing, implementing, and evaluating Individual Graduation Plans for At- Risk students in grades 6-8 and all students in grades 9-12. (Title I SW Elements: 2.2,2.4) (Target Group: All,AtRisk) (Strategic Priorities: 3,4)	Counselor(s), Principal(s)	September	(S)Local Funds	Criteria: Documentation will be the students' Individual Graduation Plans. 02/02/23 - On Track
3. The district will continue to support the use of the TxVSN to students desiring coursework not available on campus. (Title I SW Elements: 2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Assistant Superintendent of Instruction, Counselor(s), Principal(s)	Daily	(S)Local Funds	Criteria: Class schedules/rosters, Skyward reports, and Texas Virtual School Network (TxVSN) reports will be used to view student achievement and completion. 02/05/24 - On Track 02/02/23 - Completed 01/10/22 - On Track
4. The district will continue to support programs to help at-risk students with credit recovery and/or acceleration programs for students at-risk for failure/dropout. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 3)	Counselor(s), Principal(s)	Fall and Spring	(S)Local Funds	Criteria: Documentation of all students who received additional assistance will be recorded as well as program reports that will provide student achievement results. 01/10/22 - On Track

Hooks Independent School District

Goal 7. Hooks ISD will maintain equitable and adequate financing of education for all students.

Objective 1. The district will manage all district funds to maximize benefits that flow to students and accommodate student growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will examine and align the responsibilities of employees and school system processes to improve efficiency of operations. Staff will utilize Skyward Employee Access to streamline and consolidate district processes. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Business Manager, Human Resource Coordinator, Superintendent(s)	Yearly	(S)Local Funds	Criteria: Yearly audit report will document any findings of the school system processes. 02/05/24 - On Track 02/02/23 - Completed 01/10/22 - On Track
2. The district administrators will regularly and accurately track spending and other financial transactions. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Business Manager, District Personnel, Superintendent(s)	Daily	(S)Local Funds	Criteria: District budget records will track spending and financial transactions. 01/10/22 - On Track
3. The district will continue to exhibit excellence in financial audit outcomes. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Business Manager, District Personnel	October	(S)Local Funds	Criteria: Yearly audit report presented to the school board will document the financial audit outcome. 02/02/23 - Completed 09/19/22 - Pending 01/10/22 - Completed
4. The district will continue to monitor and adjust the 5-year facility plan. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Operations Director, Principal(s), School Board, Superintendent(s)	Yearly	(S)Local Funds	Criteria: The campus and district reports presented to the school board. 01/10/22 - On Track
5. The district will utilize grant and local funding sources to supplement and support the goals and needs of the district. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent of Instruction, Business Manager, Human Resource Coordinator, School Board, Superintendent(s)	Yearly	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title IV Safe and Drug Free, (S)CTE Monies, (S)Local Funds	Criteria: Yearly audit report and financial reports show evidence of the support and allocation of funds. 01/10/22 - On Track

Hooks ISD PFE Policy

23-24 Parent & Family Engagement (PFE) Program	
What is it?	<p>Hooks ISD is committed to our vision: To be a dynamic learning community vigorously pursuing student success, challenging all to achieve excellence in our ever-changing global society. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.</p>
Expectations & Objectives	<p>Parents and families are a child's first teacher. They imitate you from the moment they are born. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are:</p> <ul style="list-style-type: none"> ➤ Effective two-way communication between school and home which is linked to a higher completion rate on homework, better attention during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students. ➤ If a child's parents are more involved in school experiences, the child is more likely to have higher grades, improved behavior, better attendance, higher social skills, and adaption. ➤ Learning together leads to better school and home life. ➤ Being a life-long learner can prevent some health issues that often occur later in life.
Hooks ISD will:	<ul style="list-style-type: none"> ❖ Create a Parent Advisory Board on which parents will be included. This board will plan, develop, evaluate, and revise support and school improvement plans. ❖ Hold regular meetings where the Parent Advisory Board will seek input of families, community members and educators. ❖ Distribute the PFE Policy, this document, to parents and the communities by: <ul style="list-style-type: none"> • Posting it on our district website, and keeping it up to date • Sending a printed copy home with every student • Distributing printed copies and QR codes/links to the electronic version at annual school meetings ❖ Have a representative at the school's annual Title I meeting ❖ Have a representative at school PFE events ❖ Per request, provide the qualifications of a child's teacher ❖ Conduct evaluations of every PFE event at each school, collect that data, and give a report to that school ❖ Assist schools in the evaluation and revision of their PFE policy and school-parent compact ❖ Evaluate the District Parent and Family Program and its policy throughout the year and revise it as needed ❖ Provide training to every district employee on the most effective PFE strategies ❖ Provide trainings to parents on how to navigate the school system ❖ Offer a variety of opportunities to participate in district events: https://www.hooksisd.net/page/calendar
<p>If you need assistance translating this document, please call 903-547-2568 or send an email to deandaj@hooksisd.net Si necesita ayuda para traducir este documento, llame al 903-547-2568 o envíe un correo electrónico a deandaj@hooksisd.net</p>	

Hooks ISD



Professional Development Plan 2023-2024

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Board Policy

As required by SB 1267, 87th Texas Legislature, the State Board for Educator Certification (SBEC) approved a **Continuing Education and Training Clearinghouse (Clearinghouse)**, regarding specific trainings that school districts and open-enrollment charter schools provide for educators and other school personnel.

The Superintendent shall recommend the district's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the district's professional development plan. The district's professional development plan must:

1. be guided by the recommendations for training in the Clearinghouse;
2. note any differences in the policy adopted by the district or school from the recommendations in the Clearinghouse;
3. include a schedule of all training required for educators or other school personnel at the district or school. (DMA Local)

This plan meets those requirements and includes all required board policy components as outlined in DMA Legal, EHB Local, FFBA Legal and Local. All Hooks ISD Board Policies can be located online at: <https://pol.tasb.org/Home/Index/202>

The schedule of trainings does not reflect campus based professional development but does contain all required training. Clearinghouse recommendations were followed.

Purpose

The purpose of the Hooks Independent School District Professional Development Plan is to provide a framework for the alignment of the written, taught, and tested curriculum. To continuously improve student performance, the district is committed to providing dynamic and comprehensive professional development that ensures high standards for all staff and stakeholders who affect student learning. HISD will collaborate with all available resources to ensure high quality, research-based practices are implemented with fidelity.

Our Beliefs

1. Professional learning improves educator effectiveness which is fundamental to student learning.
2. All educators have an obligation to improve their practice.
3. More students achieve when educators assume collective responsibility for student learning.
4. Successful leaders create and sustain a culture of learning.
- s. Effective school systems commit to continuous improvement for all adults and students.

Our Mission

Our professional development mission is to provide quality professional learning opportunities and support for all employees to meet the needs of a growing and changing student population. We support this mission by promoting continuous professional growth in a supportive environment to enhance the knowledge and skills of all staff. The goal of our professional development program is to raise the levels of student achievement throughout the district.

To support our beliefs and mission, our professional development program commits to the following:

- Establishing district expectations and standards in professional growth for all staff
- Providing quality professional growth opportunities for all staff members relevant to their position and role in the district.
- Planning purposeful, professional growth opportunities based on district and individual goals that will maximize student achievement.
- Promoting a supportive environment that develops the desire to improve one's craft through continuous learning.

District Professional Development Norms

Norms are the standards or expectations by which individuals have agreed to operate while working together. Norms help to maximize productivity and effectiveness in a positive setting and ensure that individuals are respected. They place responsibility on individuals for expected behavior helping to build community in the group and, at the same time, allow for risk taking (TSDS, 2006).

The following district norms have been established to guide our professional learning activities:

- Be on time
- Bring individual devices with login information on hand, when required
- Engage in learning through listening, discussing and participating
- Exhibit professional behaviors by collaborating with others and respecting diverse opinions
- Commit to utilize new learning to benefit the students and staff we serve.

District Initiatives

1. Career and Technology Education: Teachers in the CTE Department and the CTE Advisory Group will meet at least twice yearly to align program goals and focus on Industry-Based Certifications.
2. Cross-curricular writing: ELAR teachers will provide guidance to other campus core content area teachers for development of cross-curricular writing activities in addition to the other back to school training opportunities.
3. Data disaggregation: Campuses will reinforce data disaggregation processes and training to establish more effective methodology for addressing student instructional strengths and weaknesses and student growth.
4. Safety training: Staff members will continue to reflect upon the effectiveness of safety drills and will update protocols according to findings. Training for those using/handling hazardous chemicals will be in place for teachers (lab science), custodians, maintenance staff, and any other applicable employees.

Teachers

District professional development for teachers will be aligned to the T-TESS domains and four areas of focus identified through the strategic planning process. These four focus areas include brain-based learning strategies, creativity, student engagement, and innovative practices. These areas are aimed at transforming classrooms into innovative learning labs that challenge, engage, and excite students.

Professional Development sessions will be aligned to implementation of the curriculum (TEKS) and will support Departments/Grade Level Teams. Most of the sessions will be held August 5th – 13th, but some sessions may be scheduled at other times throughout the year.

1. Each year, teachers need to assess their technology skill level and attend applicable sessions to address any areas of identified needs.
2. Teachers should be fully aware of the particulars of their curriculum whether online or in text format.

New Teachers

Induction, as defined by Dr. Phil Schlechty is, "the systems through which new members to the organization are brought to understand and embrace the norms and values they must understand and embrace to be full members of the organization."

This would include systems at both the campus and district level. Induction support may include, but is not limited to:

- Grade Level Team Leader/Department Chair Support (during meetings, conference times, etc.)
- Campus Administrators (During Pre-Conference and Post-Conferences, during campus meetings)
- District Orientation
 - o Participation in the Region 8 ESC New Teacher Institute
 - o T-TESS Training and Support
 - o Purposeful Planning with the TEKS Resource
 - o Skyward Gradebook
 - o DMAC
 - o Parent Conferencing
 - o Curriculum and Assessment Training

Administrators

Administrators, including the superintendent, directors, campus principals, and coordinators are expected to participate in high quality professional learning that is relevant and based on an administrator's years of experience and includes opportunities to attend local, state and national conferences.

Administrator Professional Development will include:

- Content driven by district data and principal feedback and facilitated by both district and out of district presenters.
- Job-embedded to include webinars and other technology delivery methods.
- Induction and mentoring program for first year administrators
- Feeder pattern collaboration
- Supporting TEKS Resource System at the Campus Level
- T-TESS and Teacher-designed student learning objectives

The design of the administrator professional learning includes meetings to ensure that principals have up-to-the-minute information and guidance from the USDE, TEA, Bowie County Shared Service Arrangement for Special Education, and Region 8 ESC in order to effectively make decisions to impact their campuses. The expectation is the learning gained from administrator sessions will be used effectively to support teachers and improve student achievement.

Activities Include:

1. Classroom Walk-Throughs (using the T-TESS Rubric to Guide Observations)
2. Using Data to support the Campus Improvement Plan and the work of department/grade level teams
3. Accountability Updates
4. Administrator Meetings

Counselors

Counselors play a critical role in our schools in providing guidance and support for students, parents, and teachers. Substance abuse prevention, violence prevention, discipline, bullying, and student leadership are some of the topics they address. At the elementary and middle school, they also support the campus testing program. At the high school, they serve as main point of contact for House Bill 5 and Graduation Plans.

Counselor support may include, but is not limited to:

- Participation in the counselor training through Region 8 ESC or other entities.
- Texas School Procedures Resources
- Workshops that support the implementation of current legislation
- Implementing the Comprehensive School Counseling Program

Testing Coordinators

The secure and accurate administration of the STAAR test is an important responsibility. Campus/District Testing Coordinators will participate each year in the Region 8 District/Campus Testing Coordinator training. Campus testing personnel will be trained by the Campus Testing Coordinator.

Instructional Paraprofessionals

All instructional paraprofessional staff will participate in district/campus professional development days as deemed appropriate to their job description. This professional development will correspond with the existing workday.

For example, on district professional development days when subject specific learning has been designed, instructional paraprofessionals are to attend these sessions along with their classroom teachers. If the instructional paraprofessional should assist with instruction during multiple subject areas, the campus principal will assign them to a session.

Professional learning opportunities will be identified by collaborating with campus and district administrators, as well as by administering periodic needs assessment surveys. Learning will be designed and facilitated by both district and out of district resources.

Instructional paraprofessionals are to be trained in all Special Education requirements including proper restraints and confidentiality rules.

Support Staff

Staff development will be implemented according to state requirements and overseen by the department directors.

Substitute Teachers

Substitute Teacher Orientation training is required before any substitute teacher can work in the district. This orientation will include safety training, and each attendee will receive a Substitute Teacher Handbook.

APPENDIX A

Trainings/Professional Development in Statute

Note: M – mandatory, E – encouraged, O – optional

Training/Citation	Audience	Notes	M	E	O
Administration of Epinephrine Auto-Injectors <i>TEC §38, Subchapter E, Section 38.210 (b)</i>	If a district adopts a policy under Section 38.208(a) then one or more school personnel members or volunteers on each campus of a district or open-enrollment charter school that adopts a policy for the administration of epinephrine auto-injectors	How to recognize the signs and symptoms of anaphylaxis, administer an epinephrine auto-injector, implement emergency procedures, and properly dispose of used or expired epinephrine auto-injectors. Provided in formal training setting or online and completed annually.	X		
Administration of opioid antagonist <i>Subchapter E-1, TEC §38.222(c) and TEC §38.224(b)</i>	Each district that serves students in grades 6 -12 must adopt a policy under Section 38.221 and one or more school personnel members or volunteers on each campus must be authorized and trained to administer opioid antagonist.	How to recognize the signs and symptoms of an opioid-related drug overdose, administer an opioid antagonist, implement emergency procedures if necessary, and properly dispose of used or expired opioid antagonists.	X		
Administrator appraiser training <i>TAC, Title 19, §150.1024 (b)</i> <i>TAC, Title 19, §150.1005 (c) (d)</i>	Administrators	Before conducting appraisals, an appraiser must satisfactorily complete the T-TESS appraiser training and pass the examination and have completed ILT, ILD, or AEL certification training.	X		
Assessment instrument administration <i>TEC, §39.0304 (a), (b), (c); TAC, §101.3031 (a) (D)(ii); (c)</i>	School district employees involved in the administration of assessment instruments administered under Section 39.023.	May include a qualifying component. Language in TEC is permissive, i.e., the Commissioner may require training. Part of the language in TAC is mandatory, i.e., the commissioner shall require training activities to ensure that testing personnel have the necessary skills and knowledge required to administer assessment instruments in a valid, standardized, and secure manner; received annual training in test security and test administration procedures.	X		X
Bible Course Training <i>TEC, §21.459 and TEC, §28.011 (f)</i>	Teachers of elective Bible courses. A course under this section may only be taught by a teacher who holds a certificate that qualifies them to teach at the grade level at which the course is offered and has successfully completed the training outlined in TEC, §21.459.	The Commissioner shall make available training materials and other teacher training resources through access to in-service training.			X
Bleeding Control Stations <i>TEC, §38.030(b)(3)</i>	School district police officer commissioned under Section 37.001 or school security personnel, school resource officer, other district or school personnel who may be reasonably expected to use a bleeding control station.	Agency approved training on the use of a bleeding control station using nationally recognized evidence-based guidelines. Training may be online.	X		
Blood Borne Pathogen Control <i>TAC, Title 25, Part 1, Chapter 96.201; Health & Safety Code, Chapter 81.303(2)</i>	All school personnel	Legislation passed in 1999 requires districts to develop a blood borne pathogen control exposure plan including awareness training in exposure control.	X		
Bilingual Education/ESL <i>TAC, Title 19, §89.1245 (d)(e)(f)</i>	Teachers of bilingual education and ESL programs that are not fully certified.	The Commissioner of Education shall encourage school districts to cooperate with colleges and universities to provide training for teachers assigned to the bilingual education and/or ESL programs. The Texas Education Agency shall develop, in collaboration with education service centers, resources for implementing bilingual education and ESL training programs.		X	
Cardiopulmonary Resuscitation <i>TEC, §33.086</i>	Head director of school marching band; head coach or chief sponsor of extracurricular athletic activity, including cheerleading.	Must maintain and submit proof of certification in first aid and cardiopulmonary resuscitation issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification.	X		
Civil Rights Training <i>USDA, FNS Instruction Number 113-1, XI</i>	Frontline food service staff and those that supervise frontline staff.	Civil rights training in compliance and complaints on an annual basis.	X		
Classroom Management <i>TEC, §21.055(b),(d-1)</i>	New employees receiving a school district teaching permit	Complete 20 hours of classroom management training and comply with continuing education requirements determined by the district board of trustees.	X		
Cybersecurity Training <i>TEC, §11.175(g); Section 2054.5191, Government Code</i>	Notwithstanding Section 2054.5191, Government Code, only the district's Cybersecurity Coordinator is required to complete the training under Section 2054.5191, Government Code on an annual basis. Other school employees required to complete the training shall do so as determined by the district.	Complete a cybersecurity training program certified under Section 2054.519, Government Code.	X		
Concussion Training <i>TEC, §38.154 (b-1), (c)</i>	Each member of the concussion oversight team. The school nurse may be a member of the concussion oversight team if requested by the school nurse. Athletic trainers must obtain continuing education training.	Training must be from an approved provider and must the evaluation, treatment, and oversight of concussions.	X		
Diabetes <i>Texas Health and Safety Code, §168.005</i>	School employees acting as unlicensed diabetes care assistants.	Provided before the beginning of the school year. If a school nurse is assigned to a campus, the school nurse shall coordinate the training of school employees acting as unlicensed diabetes care assistants.	X		
Disciplinary Procedures	Principal or other appropriate administrator who oversees student discipline	Training on the distinction between a discipline management technique under	X		

TEC, §37.0181 (a) (b)		Section 37.002(a) and Section 37.002(b). Training must be received every three years. May be provided in coordination with ESCs through the use of distance learning.			
Dyslexia TAC, §74.28(d)(e)	Teachers who screen and treat students with dyslexia and related disorders. Classroom teachers and administrators of districts that are recipients of a grant under TEC, §29.027.	Training on instructional strategies described in the “Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders” Grant funds under TEC, §29.027 used to pay for training for classroom teachers and administrators in meeting the needs of students with dyslexia strategies or to intervention staff resulting in appropriate credentialing related to dyslexia.	X		
Texas English Language Proficiency Assessment System TEC, §29.056(b) TEC, §21.4571	Professionals or paraprofessionals who administer English language proficiency tests.	Training required by the test publisher The Commissioner may not require an employee to complete the training or online calibration activities that has previously successfully completed such training.	X		
Extracurricular Athletic Activity Training Program TEC, §33.202 and TAC, §76.1003	Coaches, trainers, sponsors of extracurricular athletic activities. Director of the marching band.	Emergency action planning, communicating with 9-1-1, recognizing symptoms of potentially catastrophic injuries.	X		
Food Allergy Training TEC, §38.0151; Commissioner of DSHS guidelines	Awareness training for all staff; comprehensive training for food allergy management team.	Training on anaphylaxis and emergency response to anaphylactic reactions. See https://www.dshs.texas.gov/schoolhealth/pdf/FoodAllergyGuide.pdf	X		
Gifted/Talented TAC, §89.2	Teachers that provide instruction and services that are part of the program for gifted/talented students. Administrators and counselors who have authority for program decisions.	Minimum of 30 hours. Must be completed within one semester. Minimum of six hours annually. Must include the nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.	X		
Hazardous chemicals Texas Health and Safety Code, §502.009	Employees who use or handle hazardous chemicals (including science lab teachers).	Must provide an education and training program with information on interpreting labels and SDSs, use of protective equipment, first aid.	X		
HIPAA Texas Health and Safety Code, §181.101	Employees where information is necessary to carry out duties.	Training on state and federal law concerning protected health information. Completed not later than the 90 th day after the employee is hired.	X		
Illegal Steroid Use TEC, §33.091 (c-1)	Each district employee who serves as an athletic coach at or above the 7 th grade for an extracurricular athletic activity.	Health effects of steroid use.	X		
Implementing an Aligned Curriculum TEC, §21.451+ (b)	Public school teachers and administrators	Training relating to implementing curriculum and instruction that is aligned with the foundation curriculum and standards and expectations for college readiness.			X
Instruction of Students with Disabilities TEC, §21.451 (d)(2)(a)(b); TEC, §21.054	Educators who work primarily outside of special education and do not possess the knowledge and skills necessary to implement IEPs.	Training that is evidence based as defined by Section 8101 Every Child Succeeds Act.	X		
Investment Training Texas Government Code, §2256.008	Chief financial officer and the investment officer. If the district does not participate in investment funds methods treasurer, CFO, or investment officers are excluded.	Attend one training session from an independent source approved by the governing body containing 10 hours of instruction within 12 months after assuming duties. Must receive at least 8 hours of training not less than once in a two-year period.	X		
Literacy Achievement Academies TEC, §21.4552 TEC §28.0062	Teachers who provide reading instruction to students in any grade level.	The required trainings are different for teachers who provide reading instruction in K-3 than those in grade 4-5 and those in grades 6-8 and those that teach mathematics, science, or social studies. The training is required of teachers who provide instruction in reading, mathematics, science, or social studies at a campus that fails to satisfy any standard under Section 39.054(e) on the reading assessment instrument.	X		X
Mathematics Achievement Academies TEC, §21.4553	Teachers who provide mathematics instruction to students in any grade level.	Training in effective and systematic instructional practices in mathematics, including problem solving, the place value system, whole number operations, and fractions and mathematical instruction techniques that, through scientific testing, have been proven effective.			X
Mental Health Training TEC §22.904	Any district employee who regularly interacts with students.	Evidence-based training that includes recognition and support of children who experience a mental health or substance use issue that may impose a threat to school safety.	X		
Mentor Training TEC, §21.458(b)(1)(2); TAC, §153.1011 (b)(1)(B) and (b)(3)	Administrators and mentor teachers for classroom teachers with less than two years teaching experience	Research-based mentor and induction training program approved by the Commissioner. The mentoring program is optional; training is mandatory if the district assigns mentors. Administrators training in implementing the program.	X		X
Migrant New Generation System (NGS) PL 107-110, Title I, Part C, Section 1304(a)(6)(B); Texas Manual for the Identification and Recruitment of Migrant Students	All personnel sharing responsibility for implementing NGS activities.	Before November 15.	X		
Migrant Identification and Recruitment (ID&R) PL 107-110, Title I, Part C, Section 1304; Texas Manual for the Identification and Recruitment of Migrant Students	All recruiters and designated SEA reviewers for the Migrant Education Program.	Training and certification offered by the Regional Education Service Centers. Must be before October 15 or before recruitment efforts begin.	X		
Multi-hazard Emergency Operations Plan TEC, §37.108 (a)(1) and (c-2)(4)	School district employees including substitute teachers	Training in responding to an emergency. Document type of training, number of employees trained, and person conducting the training.	X		

Open-enrollment Charter Schools Board Members and Officers Training <i>TEC §12.123</i>	Members of the governing board of open-enrollment charter schools and officers of open-enrollment charter schools.	Training in basic school law including school finance; health and safety issues; requirements related to the use of public funds; and, other requirements related to the public such as open meetings.	X		
Open Records Requirements <i>Texas Government Code, §552.012</i>	Officer for public information.	Requirements of the law. Training not less than one hour and not more than two hours regarding responsibilities of the governmental body under this chapter.	X		

Training/Citation	Audience	Notes	M	E	O
P-TESS Orientation <i>TAC, §150.1025</i>	Principals new to district or that have never been appraised with the T-PESS	Prior to or in conjunction with the pre-evaluation conference. The training shall include all state and local appraisal policies.	X		
Positive Behavior Program <i>TEC, Title 2, Subtitle G, Chapter 37, Subchapter A, §37.0013</i>	All staff if the district adopts a positive behavior program.	Annually districts that develop and implement a positive behavior program as defined by TEC, §37.0013 may conduct training on the program adopted.			X
Positive and proactive behavior management <i>TAC, §103.1201 (3)(h)(2) and (3)(i)</i>	DAEP staff	Must target prevention and intervention and focus on positive and proactive behavior management strategies. Annual requirement. Procedures for reporting abuse, neglect, or exploitation of students.	X		
Reporting Child Abuse and Neglect/Sexual Abuse of Children/Sex Trafficking <i>TAC, §61.1051 (c) (d); TEC, §38.0041 (b) (1); §38.0041 (c) (1) (2); §38.030; §38.036</i>	Each year as part of new employee orientation.	Copies of Board Policy must be distributed at the beginning of each school year and must address methods for increasing teacher awareness of issues regarding sexual abuse of children, sex trafficking, and other maltreatment of children. Training must address how grief and trauma affect student learning and behavior.	X		
School board member training and orientation <i>TEC, §11.159; TAC, §61.1</i>	Any interested person including current and prospective board members in the orientation. Board members and superintendent in team building	Training by Regional Education Service Centers or any registered provider. Training includes orientation sessions, annual team-building session, at least 10 hours of continuing education in first year of service and at least 5 hours in subsequent years of service. Specific training requirements are found in TAC, §61.1 and TEC §11.159.	X		
School District Peace Officer Training Curriculum <i>TEC, §37.0812 Occupations Code, §1701.2515262 and §1701.263</i>	School district peace officers commissioned by a district or school resource officers that provide law enforcement in the district.	A district may not contract for the provision of active shooter response training unless the training provider is certified under Section 1701.2512, Occupation Code.	X		
School Readiness <i>TAC, §102.1002(a)(10)(D)</i>	Grantees of the Prekindergarten Early Start Grant Program	Joint professional development that focus on proven school readiness components.			X
Seizure Disorders <i>TEC §38.033</i>	School nurse or school district employee whose duties include regular contact with students.	A TEA approved online course of instruction regarding managing students with seizure disorders.	X		
Suicide Prevention and Bullying <i>TEC, §38.351 TEC, §21.451 (d)(3); (d-1); (d-2); (d-3)</i>	All new district and open-enrollment charter school educators annually and to existing school district and open-enrollment charter school educators on a schedule adopted by the TEA by rule.	Suicide prevention training to be selected from a list of recommended best practice-based programs and research-based practices provided by the Department of State Health Services (DSHS) in coordination with the TEA.	X		
Superintendent Continuing Education <i>TEC §21.054(h); Human Resources Code §42.002</i>	Superintendents	2.5 hours every five years on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.	X		
Teen Dating Violence <i>TEC, §37.0831 (b) (2)</i>	Teachers and administrators	School districts must adopt and implement a dating violence policy which must address "training for teachers and administrators."	X		
T-TESS orientation <i>TAC, §150.1006</i>	Teachers new to the district or teachers who have never been appraised under the T-TESS	No later than the final day of the first three weeks of school and at least three weeks before the first observation.	X		
Use of an automated external defibrillator <i>TEC, §22.902(a)(c) TEC, §21.4515 Section 779.001, Health and Safety Code</i>	District employees and volunteers. School nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, other school employee specified by the Commissioner and student athletic trainers must participate.	Must receive and maintain certification in the use of an automated external defibrillator. School districts to make training available to employees and volunteers.	X		X
Use of digital devices <i>TEC, §38.0231 (a)(H)</i>	Classroom teachers	Training regarding digital device use in the classroom to ensure implementation of the best practices.			X
Use of restraint <i>TAC, §89.1053 (d)</i>	School employees, volunteers, independent contractors.	A core team of personnel on each campus must be trained and must contain an administrator or designee. Personnel using restraint in an emergency must receive training within 30 school days after the use of restraint.	X		
Use of time-out <i>TAC, §89.1053 (h)</i>	General or special education personnel who implement time-out based on requirements in a students' IEP	Within 30 school days of being assigned the responsibility of implementing time-out.	X		

NOTES:

1. **TEC, Chapter 21, Section 21.451 outlines staff development requirements for school districts. Among those requirements are that the staff development must be designed to improve education in the district and must be predominantly campus-based and proactive instructional planning with inclusive and evidence-based practices. Several topics that may be a part of the district staff development offerings are listed. It**

also may include what is permissible under law including opinions of the United States Supreme Court regarding prayer in public schools. Those trainings listed in Section 21.451 that are mandatory are included in the chart above.

2. TEC, Chapter 11, Section 11.252 states that the district improvement plan must include provisions for “staff development for professional staff of the district” as a “strategy for improvement of student performance.”
3. TEC, Chapter 21, Section 21.054 outlines continuing education requirements for educators, including classroom teachers, principals, and counselors. Section 21.0541 allows an educator to receive continuing education credit for completion of a course on the use of an automated external defibrillator. The 2021 Legislative session deleted requirements regarding mental health issues including grief and trauma from the continuing education requirements, however, it was moved to TEC, Chapter 38, Section 38.036. The 2023 Legislative session changed the phrase “...not more than 25 percent...” to “...at least 25 percent...”
4. TEC, Chapter 38, Section 38.0041 (c) requires training in sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities as part of the new employee orientation.
5. TAC, Title 19, Part 2, Chapter 97, Subchapter EE, Division 1 describes the various trainings required of campuses/districts in need of improvement.
6. Many grants require grantees to participate in specified Professional Development activities.

APPENDIX B

Clearinghouse

Continuing Education and Training Clearinghouse Purpose: The Clearinghouse includes best practices and industry recommendations for the frequency for training of educators and other school personnel.

Professional Development Best Practices: [Effective Schools Framework](#)

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
<p>1. Suicide Prevention</p>	<ul style="list-style-type: none"> • 21.451(d)(3)(A) and (d-1)(1)(A) for the frequency and population, and (d-2) for the program/content • 21.451(d-1)(1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers • 38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available) • 21.451(d-1)(2) states that the training may include two or more topics listed together 	<p>Suicide Prevention, Intervention and Postvention</p>	<p>School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers and social workers who regularly interact with students.</p>	<ul style="list-style-type: none"> • Job embedded or as part of a professional learning community <p style="text-align: center;"><i>OR</i></p> <ul style="list-style-type: none"> • *Annually

<p>Strategies for establishing and maintaining positive relationships among students, including conflict resolution</p>	<ul style="list-style-type: none"> • 21.451(d)(3)(B) and (d-1)(1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with 	<p><u>Building Skills Related to Managing Emotions, Establishing and Maintaining</u></p>	<p>Teachers, school counselors, principals, and all other appropriate personnel.</p>	<ul style="list-style-type: none"> • Job embedded or as part of a professional learning community <p><i>OR</i></p>
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Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	<p>the Health and Human Services Commission and Education Service Centers</p> <ul style="list-style-type: none"> 21.451(d-1)(2) states that the training may include two or more topics listed together 	<p>Positive Relationships, and Responsible Decision-Making</p>		<ul style="list-style-type: none"> *Annually
<p>Preventing, identifying, responding to, and reporting incidents of bullying</p>	<ul style="list-style-type: none"> 21.451(d)(3)(C) and (d-1)(1)(A) for the frequency and population and (B) for the program/content 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 21.451(d-1)(2) states that the training may include two or more topics listed together 	<p>Positive Youth Development</p> <p>Bullying and Cyberbullying</p>	<p>Teachers, school counselors, principals, and all other appropriate personnel.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p><i>OR</i></p> <ul style="list-style-type: none"> *Annually
<p>Safety training program</p>	<ul style="list-style-type: none"> 33.202(b) for the frequency and population and (c) for the certification of participants and the content. (a) requires the UIL to develop the program 	<p>UIL Safety Training</p>	<p>Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p><i>OR</i></p> <ul style="list-style-type: none"> *Annually
<p>Increasing awareness of issues regarding sexual abuse, sex trafficking, and other</p>	<ul style="list-style-type: none"> 38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content 38.0041(a) requires each district and charter school to adopt a 	<p>Human Trafficking</p>	<p>All employees</p> <p>Part of new employee orientation.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
maltreatment of children	<p>policy to be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004.</p> <ul style="list-style-type: none"> 38.004 states that the agency shall develop and update a child abuse training program. 			<p><i>OR</i></p> <ul style="list-style-type: none"> *Annually
increasing awareness and implementation of trauma-informed care	<ul style="list-style-type: none"> 38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population 38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 	<p><u>Grief Informed and Trauma Informed Training</u></p>	<p>All staff in the school district.</p> <p>Part of new employee orientation.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p><i>OR</i></p> <ul style="list-style-type: none"> *Annually
Administration of an epinephrine auto- injector	<ul style="list-style-type: none"> 38.210(b)(1) and (2) for program content and format and (3) for frequency. states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services Commission, with advice from the Texas Dept of State Health Services appointed committee in 	<p><u>Epinephrine Auto- Injector Training</u></p>	<p>School personnel and volunteers who are authorized and trained.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p><i>OR</i></p> <ul style="list-style-type: none"> *Annually

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel.			

Clearinghouse section:
Texas Constitution and Statutes: For the complete language of the statutory provisions listed above, see [Texas Constitutions and Statutes](#).

Additional Resources: [TASB School District Training Chart](#), [Texas School Mental Health Toolkit](#), [Texas Model for Comprehensive School Counseling, 5th edition](#), [Criteria for Success in Job Embedded Professional Development](#).

Continuing Professional Education Requirements: [Continuing Professional Education Information](#)

*Although several organizations recommended annual training in this topic, they did not submit research or supporting evidence supporting the recommendation

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 37% to 65% by June 2024.

Yearly Target Goals

2020		2021		2022		2023		2024	
Goal	Actual								
37%	COVID	39%	53%	58%	78%	63%	63%	65%	

Closing the Gaps Student Groups Yearly Targets

	White		Eco. Disadv.	
	Goal	Actual	Goal	Actual
2020	38%	COVID	37%	COVID
2021	40%	50%	39%	46%
2022	55%	83%	50%	59%
2023	60%	65%	55%	63%
2024	65%		60%	

Early Childhood Literacy Progress Measure 1

The percent of 1st grade students that score at or above grade level mean RIT on MAP Growth Reading will increase from 59% to 67% by June 2028.

Yearly Target Goals

2024		2025		2026		2027		2028	
Goal	Actual								
59%		61%		63%		65%		67%	

2023/24- BOY 62%

MOY- 56%

Early Childhood Literacy Progress Measure 2

The percent of 2nd grade students that score at or above grade level mean RIT on MAP Growth Reading will increase from 57% to 65% by June 2028.

Yearly Target Goals

2024		2025		2026		2027		2028	
Goal	Actual								
57%		59%		61%		63%		65%	

2023/24- BOY- 59%

MOY- 54%

Early Childhood Literacy Progress Measure 3

The percent of 3rd grade students that score at or above grade level mean RIT on MAP Growth Reading will increase from 62% to 70% by June 2028.

Yearly Target Goals

2024		2025		2026		2027		2028	
Goal	Actual								
62%		64%		66%		68%		70%	

2023/24- BOY 63%

MOY- 60%

EC Reading Targeted Professional Development Plan

CIP 2.1.1 Staff will collaborate to align curriculum vertically and horizontally to state standards. Prek-3rd grade staff. ESC 8. Local Funds

CIP 2.1.2 Staff will be provided with professional development that will drive instruction through scientifically researched based curriculum, strategies and programs to increase academic achievement and progress. Prek-3rd grade staff. Local Funds.

- **EC teachers and administration will be trained through the local ESC Reading Academies.**
- **DMAC data training will be provided during back to school professional development to implement increased frequency of assessment data entries. Data will be used to give targeted student instruction.**
- **Reading teachers will implement TEKS resource curriculum integrated with the new reading adoptions.**
- **Prekindergarten teacher(s) will continue progress to highly qualified status through professional development opportunities and mentor coaching. CIP 2.3.1 Grade level RTI Teams will meet regularly to disaggregate performance data and develop intervention/enrichment plans for all students, including at risk, to meet challenging state academic standards. Administration and teachers. Title 1 Funds**

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 56% to 85% by June 2024.

Yearly Target Goals

2020		2021		2022		2023		2024	
Goal	Actual								
56%	COVID	58%	43%	50%	78%	80%	62%	85%	

Closing the Gaps Student Groups Yearly Targets

	White		Eco. Disadv.	
	Goal	Actual	Goal	Actual
2020	53%	COVID	51%	COVID
2021	55%	54%	53%	38%
2022	57%	91%	45%	59%
2023	85%	67%	50%	50%
2024	90%		55%	

Early Childhood Math Progress Measure 1

The percent of 1st grade students that score at or above grade level mean RIT on MAP Growth math will increase from 65% to 85% by June 2028.

Yearly Target Goals

2024		2025		2026		2027		2028	
Goal	Actual								
65%		70%		75%		80%		85%	

2023/24 BOY- 47

MOY- 60%

Early Childhood Math Progress Measure 2

The percent of 2nd grade students that score at or above grade level mean RIT on MAP Growth math will increase from 50% to 70% by June 2028.

Yearly Target Goals

2020		2021		2022		2023		2024	
Goal	Actual								
50%		55%		60%		65%		70%	

2023/24 BOY- 46%

MOY-48%

Early Childhood Math Progress Measure 3

The percent of 3rd grade students that score at or above grade level mean RIT on MAP Growth math will increase from 64% to 72% by June 2028.

Yearly Target Goals

2024		2025		2026		2027		2028	
Goal	Actual								
64%		66%		68%		70%		72%	

EC Math Targeted Professional Development Plan

CIP 2.1.1 Staff will collaborate to align curriculum vertically and horizontally to state standards. Prek-3rd grade staff. ESC 8. Local Funds

CIP 2.1.2 Staff will be provided with professional development that will drive instruction through scientifically researched based curriculum, strategies and programs to increase academic achievement and progress. Prek-3rd grade staff. Local Funds.

- **DMAC data training will be provided during back to school professional development to implement increased frequency of assessment data entries. Data will be used to give targeted student instruction.**
- **Prekindergarten teacher(s) will continue progress to highly qualified status through professional development opportunities and mentor coaching.**

CIP 2.3.1 Grade level RTI Teams will meet regularly to disaggregate performance data and develop intervention/enrichment plans for all students, including at risk, to meet challenging state academic standards. Administration and teachers. Title 1 Funds

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 72% to 76% by August 2024.

Yearly Target Goals

2020		2021		2022		2023		2024	
Goal	Actual								
72%	66%	73%	48%	74%	50%	75%	51%	76%	

Closing the Gaps Student Groups Yearly Targets

	White		Eco. Disadv.	
	Goal	Actual	Goal	Actual
2020	35%	71%	37%	55%
2021	37%	53%	39%	35%
2022	39%	52%	41%	40%
2023	41%	54%	43%	41%
2024	43%		45%	

Data is based on TAPR reports that are released for data from one year prior. 2023 percentages are based on 2021-2022 student data.

CCMR Progress Measure 1

The percent of students that earn an Industry Based Certification will increase from 0% to 5% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
1%	2%	3%	4%	5%

CCMR Progress Measure 2

The percent of CCMR students that are college ready will increase from 43% to 49% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
45%	46%	47%	48%	49%

CCMR Progress Measure 3

The percent of CCMR students that are career or military ready will increase from 41% to 46% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
42%	43%	44%	45%	46%

CCMR Targeted Professional Development Plan

CIP 2.2 Evaluate the level of success of all students in meeting college, career, and military readiness standards. Local funds

- **SAT testing will be offered to all junior and senior students at district expense.**
- **Provide students with dual credit courses through Texarkana College.**
- **Students will be given the opportunity to take industry based certification tests.**
- **Opportunities to attend career fairs, job fairs, college tours, and/or presentations from the military branches will provided to all students.**

School Board Monitoring Calendar

Month	Goal / Progress Measure	Evaluations / Other Business	Trainings
August	Goals for 2021 Review		
September			
October	BOY Early Childhood and CCMR updates	CIRCLE, MAP Growth, CCMR Data, Accountability Data	
November			
December			
January			
February	TAPR Report, EC staff trainings	CCMR semester update (enrollment, SAT testing), EC assessment progress	
March			
April			
May			
June	EOY data for EC and CCMR	3rd STAAR scores, CIRCLE, MAP Growth Data, CCMR	
July			

Board Outcome Goal Progress Monitoring Report

Board Outcome Goal Being Monitored: (insert goal)

Overall Evaluation
On Track

Progress Measure

Progress Measure being Monitored: (insert Goal Progress Measure)

(insert progress measure overall district data and graphs)

Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
Current	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2020 Goal	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Campus Updates

Campus 1: (insert data, information, and specific plans moving forward)

Campus Evaluation

Campus 2: (insert data, information, and specific plans moving forward)

Campus Evaluation

Campus 3: (insert data, information, and specific plans moving forward)

Campus 4: (insert data, information, and specific plans moving forward)

Campus 5: (insert data, information, and specific plans moving forward)

Campus 6: (insert data, information, and specific plans moving forward)

Campus 7: (insert data, information, and specific plans moving forward)

Campus Evaluation

Campus Evaluation

Campus Evaluation

Campus Evaluation

Campus Evaluation

Supporting Materials

(Insert Supporting materials and information)