Hallsville Independent School District

2026-2027 District Improvement Plan

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Mission Statement

HISD will be a district that pursues “Excellence in Education” in all endeavors.

Our Core Beliefs:

• HISD will provide students an opportunity to obtain a world class education that prepares them for a globally competitive society;

• HISD will strive to be a district of excellence that competes at the state and national levels in all academic and extracurricular activities;

• HISD will instill a desire for ethical behavior, integrity and good citizenship in all students.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The HISD needs assessment resulted from a collaboration between DEIC committee members, DEIC subcommittee members, district and campus leadership (ILT), and all stakeholders that completed feedback.

Timeline:

Meet with each campus: February 2026

Needs Assessment Meetings with Full DEIC:

- February 3, 2026 (virtual)
- May 4, 2026

DEIC Subcommittee:

- February 3, 2026

Stakeholder Survey: February 2026

Needs Assessment Planning with Instructional Directors/Coordinators:

- June 16, 2026

Needs Assessment draft to DEIC and DLT:

- May 2026

CIP and DIP in Final Draft Format:

- June 2026

Board Approval: August 2026

DEIC committee members include:

- Elected representative professional staff, including at least one SpEd teacher and 2/3 classroom teachers
- Parents of students enrolled in HISD (elementary and secondary) and living in HISD boundaries
- Business representatives from Hallsville ISD boundaries
- Community members from Hallsville ISD boundaries
- Stakeholders for Title II, Title II, and Title IV

DEIC subcommittee members include:

- A representative from each campus (typically an assistant principal and/or dean)

DLT committee members include:

- District administration
- Campus principals
- Deans
- District directors and coordinators

Demographics

Summary

Increasing Sub-populations:

- students with Section 504 plans, Special Education (SpEd)
- English Learners (EB)
- students listed as homeless.

Economic Status Trends: Economically Disadvantaged (Eco Dis) populations represent a high needs area at 49.10% of the total student population

At-Risk Population: The most common factors identifying at-risk students across responses include not meeting standards on STAAR assessment, emergent bilingual (EB)/limited English proficiency (LEP) status, chronic absenteeism, homelessness, and not performing satisfactorily on readiness tests (PreK-3).

Needs Highlighted: Data suggest a need for targeted academic interventions, attendance supports, and behavioral systems to address the diverse requirements of the at-risk population. A significant portion of the student body experiences multiple, compounding risk factors (including academic struggles, attendance issues, and chronic absences), which necessitate systemic, targeted, and differentiated support systems. The needs vary widely, including an increasing population of students listed as homeless.

Strengths

Student Support Systems: Multiple respondents noted the strong capacity for identifying, monitoring, and supporting at-risk students through established structures like MTSS, specific interventions, and tracking multiple data points (CLI, TPRI, attendance, and academic performance).

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	A significant percentage of students require targeted academic and behavioral support, impacting overall achievement outcomes, and at-risk students are not demonstrating consistent academic progress.	Gaps in targeted intervention and inconsistent attendance
2	Early literacy gaps, as indicated by readiness assessments, are affecting long-term academic outcomes, and increasing Hispanic and English Learner (EB) .	These populations require more intentional and aligned instructional supports

★ = Priority

Student Learning

Summary

Early Literacy Screeners (K-2):

- 72 kindergarten students flagged on reading screener; 64% at West Elementary
- 49 first grade students flagged on reading screener; 65% at West Elementary
- 93 second grade students flagged on reading screener; evenly distributed across campuses

Elementary (3-4):

- STAAR Reading trending down when you look at cohort data
- STAAR Math trending up when you look at cohort data

Intermediate:

- STAAR Science improved in all categories
- STAAR Math and Reading experienced negative growth in all areas when you examine cohort data

Jr. High:

- 7th to 8th Cohort increased in all areas of Math and Reading
- 6th to 7th Cohort: Reading remained the same and math decreased at all levels
- Science grew in Meets and Masters
- US History decreased overall

HHS:

- All EOC scores improved at the Approaches & Meets levels
- All but Eng. I improved at the Masters levels; English I decreased 25% at Masters in cohort data

TVAH:

- **Grades 3-8**
  - Reading in all grades increased at all levels, except 6th grade
  - Math decreased or remained the same at all levels
- **EOC**
  - Increased at Approaches & Meets: Algebra I, Biology, and English I
  - Decreased at all levels: US History
  - Decreased at Approaches: English II

TELPAS:

- Approximately 50% of students grew at least one proficiency level at traditional campuses with 25 students meeting reclassification criteria
- 27% of students grew at least one proficiency level at TVAH with 174 students meeting reclassification criteria

Targeted Support Specific attention is needed to increase targeted support for EB/Hispanic students, especially in early literacy and language development, and to improve math conceptual understanding and problem-solving across all subgroups.

Closing Gaps and Attendance Efforts must focus on closing performance gaps between sub-populations through data-driven instruction and improving attendance rates, particularly among at-risk student populations.

- Economically disadvantaged and at-risk students consistently show higher rates of absenteeism compared to other groups, indicating a strong correlation to at-risk performance gaps.
- Continued monitoring and targeted support are required to improve consistent attendance, particularly for subgroups with higher absenteeism.

Strengths

Support Systems: The district has strong implementation of Multi-Tiered System of Supports (MTSS) and intervention structures, along with effective attendance and engagement supports for high-need groups. Overall student persistence in instructional programs is high, and attendance is relatively stable across sub-populations due to established systems.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Phonics and phonemic awareness are limiting maximum student growth and contributing to variability in academic outcomes.	Inconsistent Tier 1 instructional practices
2	While overall passing rates are strong, limited student performance at the Meets and Masters levels indicates a need for increased rigor and differentiation.	Gaps in early skills continue to impact student readiness and long-term achievement.

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District Processes & Programs

Summary

Areas of Strength:

- **Instructional Planning and Assessment:** Strengths include strong use of TEKS-aligned assessment and planning, which is supported by interim and STAAR-aligned assessments. Teachers effectively use formative assessments and progress monitoring, and employ PLC data cycles to guide instructional adjustments and reteaching.
- **Academic Culture** The academic culture is positive, reflected in MRA academic measures, strong student academic confidence and support, and positive teacher-student relationships. Practices include research-based instruction promoting student ownership.
- **Data-Driven Instruction:** Campus data confirms that instruction is increasingly aligned to standards and student needs, with systems in place for effective data use, progress monitoring, intervention, and instructional adjustment.

Areas of Improvement:

- **Rigor and Depth of Instruction:** There is a need for increased rigor, depth of instruction, and acceleration across content areas, specifically to promote higher-level thinking and improve Meets and Masters rates, particularly in 6th grade math, and for higher-performing students.
- **Differentiation and Alignment:** Refining differentiation to better meet the needs of all learners and ensuring its consistent impact across sub-populations are necessary.
- **Instructional Efficacy and Student Support:** Other areas needing improvement include strengthening instructional efficacy, improving teacher ability to guide goal-setting and reflection (Student Goal Support), and increasing student ownership and voice in learning (Student Empowerment).

Strengths

Areas of Strength:

- **Instructional Planning and Assessment:** Strengths include strong use of TEKS-aligned assessment and planning, which is supported by interim and STAAR-aligned assessments. Teachers effectively use formative assessments and progress monitoring, and employ PLC data cycles to guide instructional adjustments and reteaching.
- **Academic Culture** The academic culture is positive, reflected in MRA academic measures, strong student academic confidence and support, and positive teacher-student relationships. Practices include research-based instruction promoting student ownership.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1	Varying effectiveness among teachers in using assessment data to guide precise instruction and student goal-setting, especially for diverse learners.	There is a recurring issue with inconsistent alignment between instructional practices and assessment.
2	Inconsistent accelerating achievement for all sub-populations, despite existing support systems.	Gaps in differentiation practices and inconsistent implementation of intervention.

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Perceptions

Summary

Consistency and Effectiveness: Across campuses, there is a strong foundation in staff quality, collaborative culture, and effective instructional practices, supported by systems like PLCs, MTSS, "Teach Big," and data-driven instruction, which are positively impacting student outcomes.

Consistency and Reach of Engagement: Multiple campuses, including TVAH and one reporting specific data points, noted that while structures and opportunities for family/community engagement exist, continued improvement is needed to increase consistent participation, deepen academic involvement across all student sub-populations, and ensure engagement efforts consistently reach and impact all families.

Strong Commitment and Positive Trajectory: Campuses reported a strong commitment to family and community engagement, citing increasing opportunities for involvement, communication, and a shift toward interactive, meaningful involvement that aligns with student learning. MRA data at Hallsville Intermediate reflected growth and improvements in family engagement and school-family partnerships.

Strengths

Family Engagement & Participation: The strongest area identified is Family Engagement, consistently cited through high participation in campus events and data (MRA growth), suggesting many families feel included and supported.

Communication Systems: Effective and strong communication systems are a core strength, utilizing methods like Talking Points, a Family Engagement calendar, and providing multilingual support and real-time data access.

Staff and Leadership Culture: Strong staff collaboration, collective efficacy, a positive staff culture with a sense of value, and effective leadership and culture systems (Leader in Me) were identified as areas of strength.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Although systems for gathering family input exist, there is a need for increased and intentional use of that feedback to drive decision-making. Opportunities for meaningful family input in decision-making can be expanded.	Stronger alignment is needed between family involvement efforts and measurable academic outcomes.
2	Inconsistent implementation of classroom management strategies and behavior expectations leads to variability in student behavior and engagement, as well as disproportionate behavior incidents among at-risk sub-populations, impacting instructional time and academic outcomes.	Targeted behavior interventions are needed to ensure consistent success for all sub-populations, requiring continued alignment between culture systems (e.g., Leader in Me) and academic outcomes.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Federal Report Card and accountability data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- ☑ **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- ☑ **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- ☑ **Student failure and/or retention rates**
- ☑ **Local benchmark or common assessments data**
- ☑ **Texas approved PreK - 2nd grade assessment data**
- ☑ **Intervention data**

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability
- [x] At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability
- [x] Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability
- [x] Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Response to Intervention (RtI) student achievement data
- [x] Pregnancy and related services data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Violence and/or violence prevention records
- [x] Tobacco, alcohol, and other drug-use data
- [x] Student surveys and/or other feedback
- [x] School safety data
- [x] Enrollment trends
- [x] Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)

- [x] School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] State certified and high quality staff data
- [x] Campus leadership data
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact
- [x] T-TESS data
- [x] Support structures: mentors
- [x] Teacher recruitment/retention rates and other data
- [x] Classroom and school walkthrough data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data
- [x] Budgets/entitlements and expenditures data
- [x] Technology and resource allocation data
- [x] Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Goal 1

Cultivate an inclusive and high-performing learning environment that guarantees equitable access to rigorous instruction, resulting in measurable academic excellence and future-ready skills for every student. (LIM Academic WIG)

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Reading and Math Improvement -
Grade 3 : 60% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 75%)
All Grades: 100% of students will show growth and Meets/Masters will rise by 5% for all students at each campus.
All Grades: Students that qualify as Emergent Bilingual will make progress on TELPAS.

Evaluation Data Source: STAAR

Strategy 1 ☑ Results Driven Accountability

Implement accelerated instructional plans for students/student groups who are at-risk of not being successful on STAAR at the Meets level based on performance data disaggregation

Strategy's Expected Result/Impact: Student STAAR performance will increase at the Meets Level

Staff Responsible for Monitoring: Director of Academic Leadership
District Curriculum Coordinator
District Reading Coordinator
TVAH Coordinator

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Strategy 2

District leadership will review academic data at least quarterly as a team and individually with principals.

Strategy's Expected Result/Impact: Improve STAAR performance for all learners.
Improve TELPAS performance for all Emergent Bilingual learners.
Improve performance for students in special populations; Special Education, Emergent Bilingual, Section 504

Staff Responsible for Monitoring: Director of Academic Leadership
District Curriculum Coordinator
District Reading Coordinator
TVAH Coordinator

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Strategy 3

Dyslexia screener data will improve in grades K-2 due to implementation of the district required phonics and phonemic awareness curriculum; student will receive intervention when students are flagged.

Strategy's Expected Result/Impact: Student identified as having dyslexia will decrease.

Staff Responsible for Monitoring: Director of Special Education
Dyslexia Coordinator
Director of Academic Leadership
District Curriculum Coordinator
District Reading Coordinator
TVAH Coordinator

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Performance Objective 2 ☑ HB3 Goal

Students will be prepared for life after high school. Including that 90% of HISD students will meet College, Career, and Military Readiness through meeting one of the TSDS PEIMS indicators.

Evaluation Data Source: TAPR CCMR data

Strategy 1

Ensure Texas Success Initiative (TSI) readiness of students by assessing and intervening systematically. (100% brick and mortar, 50% TVAH)

Strategy's Expected Result/Impact: Increased student performance on TSI indicators.

Staff Responsible for Monitoring: Director of Academic Leadership
TVAH Coordinator

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Strategy 2

Provide students with opportunities to obtain industry-recognized certifications and/or licenses aligned with their declared program of study.

Strategy's Expected Result/Impact: Increased numbers of students completing Programs of Study (measured annually)
Increased numbers of students earning industry-based certifications (measured annually)

Staff Responsible for Monitoring: Director of CTE
TVAH Coordinator

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Strategy 3

Provide services for those students that meet criteria for special programs (Special Education, At-Risk, G/T, Emergent Bilingual, McKinney-Vento, Foster Care, Pregnancy/Parent, migrant, Title I) and ensure their academic growth and graduation.

Strategy's Expected Result/Impact: Increased graduation rate.
Increased attendance and academic growth.

Staff Responsible for Monitoring: Director of Federal & Special Program
TVAH Coordinator

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Strategy 4

Provide an opportunity for at least one "Future Focus" activity; exposing students and their caregivers to diverse career pathways, early financial literacy, higher education planning (including financial aid opportunities), and informed curriculum choices.

Strategy's Expected Result/Impact: Increase in student plans for their life after K-12 education, decreasing the burden of future schooling on families

Staff Responsible for Monitoring: Director of Academic Leadership
Director of Special Education
Director of CTE
Director of Federal & Special Program
TVAH Coordinator
Campus Principals

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Performance Objective 3

Increase the student attendance rate from 94.7% to 96%.

Evaluation Data Source: Skyward attendance reports
TAPR

Strategy 1

Establish an attendance review team that meets at least every six weeks to analyze data, assign tiered counseling and interventions, and monitor the progress of students trending toward chronic absenteeism.

Strategy's Expected Result/Impact: Maintain or decrease chronic absenteeism rates annually, with disaggregated data reviews by student subgroup and targeted interventions implemented each semester.
Increase graduation rates annually.

Staff Responsible for Monitoring: Assistant Superintendent of Schools
District Attendance Officer
Director of Federal and Special Programs
TVAH Coordinator

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Strategy 2

Provide supports to students that qualify for McKinney-Vento to reduce barriers to attendance and academic success.

Strategy's Expected Result/Impact: Increased attendance of students that qualify for McKinney-Vento
Increased grade-level promotion for students that qualify for McKinney-Vento

Staff Responsible for Monitoring: Director of Federal & Special Program
District Attendance Officer
TVAH Coordinator

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Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Students engaged in grade level TEKS with instructional practices that ensure growth for every student.

Evaluation Data Source: STAAR data
TELPAS data
Grade reports
T-TESS walkthrough data

Strategy 1

Provide training for teachers on effective instructional strategies, data-driven decision-making, and differentiated instruction to support diverse learners in Tier I.

Strategy's Expected Result/Impact: Improve STAAR performance for all learners. Improve STAAR performance for focus student groups.

Staff Responsible for Monitoring: Director of Academic Leadership
District Curriculum Coordinator
District Reading Coordinator
TVAH Coordinator

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Strategy 2

Provide teacher training to equip teachers to meet the needs of students receiving special education services including professional development on multi-level instruction, scaffolded supports, and implementing accommodations and modifications

Strategy's Expected Result/Impact: Teachers strengthen skills in differentiating instruction, resulting in greater student engagement, access to curriculum, and improved
achievement for students receiving special education services as measured by classroom walkthroughs and student performance on district and state assessments.

Staff Responsible for Monitoring: Director of Special Education
TVAH Special Education Director
Director of Academic Leadership
District Curriculum Coordinator

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Strategy 3

Ensure that all activities involving technology are aligned to grade level expectations, limiting unnecessary screen time.

Strategy's Expected Result/Impact: Students engaged in age appropriate technology and academic standards

Staff Responsible for Monitoring: Director of Technology
Director of Academic Leadership

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Goal 2

Build an inclusive, trusting, and physically and emotionally safe learning environment where every student, educator, and family feels a deep sense of connection, value, and respect. (LIM Culture WIG)

Performance Objective 1

Improve student behavior and management in order to increase student engagement and educational success and reduce discipline incidents.

Evaluation Data Source: Survey data
Discipline data

Strategy 1

Clearly defined and communicated Positive Behavioral Interventions and Supports (PBIS) at each campus; including the implementation of strategies that align with district adopted resources (Conscious Discipline, Fueling Brains, Leader in Me) within the MTSS framework and Behavior Redirection aligned PK-12.

Strategy's Expected Result/Impact: Decrease behavior referrals; including bullying.
Stakeholder positive feelings increase.
Increase time on task; decrease Tier I interruptions.

Staff Responsible for Monitoring: Assistant Superintendent of Schools
Director of Academic Leadership
District Curriculum Coordinator
TVAH Coordinator
Director of Federal & Special Programs

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Strategy 2

Safe Supportive School teams will be trained and meet at least quarterly to review data and trends. Data should include bullying, harassment, behavior threat assessments, self-harm reports, vaping and other substances, and general discipline trends.

Strategy's Expected Result/Impact: Decrease behavior referrals.
Increase staff collaboration.

Staff Responsible for Monitoring: Director of Safety & Security
Director of Federal & Special Programs
TVAH Coordinator

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Performance Objective 2

The district will fully implement a comprehensive school counseling model across all K-12 campuses to ensure 100% of students receive data-driven social-emotional, academic, and career support.

Evaluation Data Source: SEL lesson plans
LIM curriculum implementation
Counseling logs - individual and group
Sentinel BTA documentation
Self-Harm protocol documentation

Strategy 1

Provide a mental health training program to employees who regularly interact with students enrolled at the district designed to provide instruction to participants regarding the recognition and support of children and youth who experience a mental health or substance use issue that may pose a threat to school safety, including how to report to school authorities.

Strategy's Expected Result/Impact: Students receive earlier identification and support for mental health and substance use concerns, leading to improved well-being, stronger connections with trusted adults, and greater readiness to learn.

Staff Responsible for Monitoring: Director of Federal & Special Programs
District LPC
TVAH Coordinator

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Strategy 2

To deliver consistent Tier 1 preventative care, the district will launch a systemic, calendar-mapped weekly SEL curriculum across all K-12 buildings, utilizing instruction taught by classroom teachers, certified school counselors, and other relevant instructors (including outside sources). These lessons will include, but are not limited to: suicide prevention, conflict resolution, violence prevention and character TEKS.

Strategy's Expected Result/Impact: Students will have an increase in self-regulation and self-worth. We will see a decrease in anxiety, self-harm and violence.

Staff Responsible for Monitoring: Director of Federal & Special Programs
Director of Instruction and Assessment
District Curriculum Coordinator
District LPC
TVAH Coordinator

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Goal 3

Build a community of leaders where staff guide student growth, giving students and staff a chance to lead, and partnering with families to grow leaders in our school community. (LIM Leadership WIG)

Performance Objective 1

Implement a comprehensive, district-wide family and community engagement program that provides resources and strategies to support at-home learning aligned with classroom instruction and academic growth.

Evaluation Data Source: Surveys
Parent sign in sheets
Feedback from stakeholders

Strategy 1

Conduct outreach beyond the school day that engages families and the community: Summer Reading, Literacy Bus, Clothes Closet, Bobcat Blessings, adult ESL classes etc.

Strategy's Expected Result/Impact: Increased parent participation
Increased academic achievement

Staff Responsible for Monitoring: Director of Federal & Special Programs
District Parent Liaison
TVAH Coordinator

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Strategy 2

Facilitate district parental engagement including annual Title I parent information, the distribution of Parent Engagement Policy and the School-Parent Compact, and at least one PFE academic activity per semester.

Strategy's Expected Result/Impact: Increased parent participation
Increased academic achievement

Staff Responsible for Monitoring: Director of Federal & Special Programs
District Parent Liaison
TVAH Coordinator

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Performance Objective 2

Implement focused instructional support, with a focus on building teacher capacity and refining instructional strategies.

Evaluation Data Source: Teacher retention rates
T-TESS
T-PESS
STAAR results
TELPAS results
Other state and local achievement data

Strategy 1

Support teachers in year 1 and 2 of their careers through professional development and mentorship

Strategy's Expected Result/Impact: Teacher retention
Academic achievement
Certification completion

Staff Responsible for Monitoring: Assistant Superintendent of Schools
Director of Federal & Special Programs
G/T Coordinator
TVAH Coordinator

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Strategy 2

Teachers will have the proper certifications and specialized credentials to serve all populations including, but not limited to: ESL, Bilingual, G/T, Special Education, CTE, etc.

Strategy's Expected Result/Impact: Teacher retention
Academic achievement
Certification completion

Staff Responsible for Monitoring: Assistant Superintendent of Schools
Director of Federal & Special Programs
Director of Special Education
Director of CTE
G/T Coordinator
TVAH Coordinator

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Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

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

2026-2027 DEIC				
Last Name	**First Name**	**Campus**	**Role**	**Email**
Comer	Chris	-----	Business Partner/Govt.	chris@sentrywealthgroup.com
Tomberlain-Strong	Morgan	-----	Business Partner	morgan.tomberlain-strong@buckner.org
Jill	Myers	-----	Community Member	jillmyers51621@gmail.com
Dalby	Martha	-----	Community Member	mdalby8123@gmail.com
Lack	Lyndsey	-----	Parent - Elementary	lynsey730@yahoo.com
Bresch	Lauren	-----	Parent - Secondary	laurenbresch@gmail.com
Gillaspie	Jennifer	-----	Parent and Post Secondary	jgillaspie@etbu.edu
Davidson	Diana	District	Parent & Family Engagement	ddavidson@hisd.com
Classroom Teachers				
Hudgins	Tina	East	Team Lead - Academics	thudgins@hisd.com
Anderson	Kayla	East	Team Lead - Culture	Kanderson2@hisd.com
Duncan	Brandi	East	Team Lead - Leadership	bduncan@hisd.com
Shirley	Maddie	North	Team Lead - Academics	mshirley@hisd.com
Gage	Katie`	North	Team Lead - Culture	kgage@hisd.com
Brown	Emily	North	Team Lead - Leadership	ebrown@hisd.com
Price	Hannah	West	Team Lead - Academics	hprice@hisd.com
Durham	Heather	West	Team Lead - Culture	hdurham@hisd.com
Hopkins	Kelley	West	Team Lead - Leadership	khopkins@hisd.com
Campbell	Courtney	Int. 5	Team Lead - Academics	Ccampbell@hisd.com
Schreiber	Sydney	Int. 5	Team Lead - Culture	Sschreiber@hisd.com
Bolick	Cassidy	Int. 5	Team Lead - Leadership	Cbolick@hisd.com
Harkey	Lindsay	Int. 6	Team Lead - Academics	Lharkey@hisd.com
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Wright	Sarah	Jr. High	Team Lead - Academics	swright@hisd.com
Rawson	Ashley	Jr. High	Team Lead - Culture	arawson@hisd.com
Kelley	Craig	Jr. High	Team Lead - Leadership	tkelley3@hisd.com
Drewery	Abby	HHS	Team Lead - Academics	adrewery@hisd.com
Thompson	Carolyn	HHS	Team Lead - Culture	cthompson@hisd.com
Blanton	Branson	HHS	Team Lead - Leadership	bblanton@hisd.com
		TVAH	Team Lead - Academics	
		TVAH	Team Lead - Culture	
Martin-Miller	Jessica	TVAH	Team Lead - Leadership	jmiller4@k12.com
Campus Non-Teaching Professionals				
Tatman	Christi	East	Non-Teaching Professional; Subcommittee	ctatman@hisd.com
Conway	Tracy	North	Non-Teaching Professional; Subcommittee	tconway@hisd.com
Williams	Vanielle	West	Non-Teaching Professional; Subcommittee	vwilliams@hisd.com
Sanderson	MaryAnn	Int. 5	Non-Teaching Professional; Subcommittee	msanderson@hisd.com
Hoskins	Dale	Int. 6	Non-Teaching Professional; Subcommittee	whoskins@hisd.com
Plagge	Walker	Jr. High	Non-Teaching Professional; Subcommittee	wplagge@hisd.com
Graff	Kelly	HHS	Non-Teaching Professional; Subcommittee	kgraff@hisd.com
Harris	Sharmeca	DAEP	Non-Teaching Professional; Subcommittee	sharris@hisd.com
Jones	Erin	TVAH	Non-Teaching Professional; Subcommittee	ejones@hisd.com
District Non-Teaching Professionals				
Whittle	Amy	District	Chair	awhittle@hisd.com
Miller	Chris	District	District Level - Safety	cmiller@hisd.com
Lansdale	Emily	District	District Level - Mental Health	elansdale@hisd.com
Hoskins	Jennifer	District	District Level - CIA	jhoskins@hisd.com

2026-2027 SCE Funds - Brick & Mortar					
Campus		**Total**	**Personnel**	**Tutorials/Summer**	**Supplies**
East		$274,706.00	$256,006.00	$16,700.00	$2,000.00
North		$331,294.32	$308,094.32	$16,700.00	$6,500.00
West		$446,696.00	$423,496.00	$16,700.00	$6,500.00
Intermediate		$239,979.00	$197,479.00	$31,000.00	$11,500.00
JH		$272,511.00	$245,011.00	$16,000.00	$11,500.00
HS		$114,904.00	$71,404.00	$30,000.00	$13,500.00
DAEP		$305,487.00	$296,287.00	$4,200.00	$5,000.00
	Tentative Totals:	**1,985,577.32**			

Professional & Contracted Services - 6200	Budgeted	
DMAC/LPAC	$3,500.00	
Tentative Totals:	$3,500.00	
		0

District	Budgeted
Plan4Learning	$2,000.00
Materials/Supplies - Interventions	$2,000.00
504 Supplies	$1,500.00
Tech Equip-District	$450.00
Personnel	$76,458.11
Summer School	$10,000.00
Tentative Totals:	$92,408.11

SCE Personnel 2026-2027				
Staff Member		Position	Campus	% funded SCE
Barrett	Doni	Teacher	DAEP	100
Carroll	Kim	Para- PK	West	100
Carter Jr	Travis Ray	Teacher	DAEP	100
Cartwright	Deanna	Teacher	West	100
Cook	Becky	Teacher	HJH	100
Covington	Leigh	Teacher	West	100
Dutton	Brandi	Teacher	DAEP	100
Hendrix	Kimberly	Teacher	North	100
Hendrix	Kimberly	Teacher	East, North, West	100
Hopkins	Kelley	Teacher	West	100
Hudgins	Tina	Teacher	East	100
Huffman	Jennifer	Teacher	West	100
Johnson	Anna	Teacher	Intermediate	100
Kuykendall	Brittany	Teacher	North	100
Lambert	Cody	Para - Edgenuity	HHS	100
Peck	Jena	Teacher	Intermediate	100
Russell	Stacey	Teacher	HJH	100
Sanford	Haley	Teacher	North	100
Santana		PK Para	North	100
Schupp	Bert	Teacher	DAEP	100
Stewart	Christi	Teacher	East	100
Swan	Janis	Para - PK	East	100
Harris	Shar	Student Services Admin.	District	90
Bradford	Trisha	Para - Instruction	East	75.00
Borrego	Jessica	Teacher - PK	West	50
Sauceda	Alicia	Teacher - PK	North	50
Thompson	Katie	Teacher - PK	North	50
Zuniga	Yuvani	Teacher - PK	West	50
Lee	Edwin	Para - Behavior	Intermediate	48
Lewis	Sabrenda	Para - Behavior	East	48.00
Lockhart	James (Andrew)	Para - Behavior	East	48
McNair	Christy	Para - Behavior	North	48
Monroe	Kyren	Para - Behavior	Intermediate	48
Norris	Denise	Para - Behavior	West	48
Perry	Dierdre	Para - Behavior	East	48.00
Proctor		Para - Behavior	North	48

SCE Personnel 2026-2027				
Staff Member		Position	Campus	% funded SCE
Whatley	Chris	Teacher	DAEP	40
Kernan	Amanda	Teacher - ELA	HHS	35.25
Brooks	Clayton	Teacher	HJH	14
Dittmar	Mollie	Teacher	HJH	14
Farrell	Jenna	Teacher	HJH	14
Jordan	Marlin	Teacher	HJH	14
Kelley	Thomas	Teacher	HJH	14
MCMillian (Raif	Maggie	Teacher	HJH	14
Mills	Jill	Teacher	HJH	14
Rawls	Neely	Teacher	HJH	14
Mitchell	Danny	Teacher - Edgenuity	HHS	11.75
Dockery	Angie	Extra Duty - 504	HHS	extra duty
Jameson	Angela	Extra Duty - 504	HHS	extra duty
Loyd	Abby	Extra Duty - 504	HHS	extra duty
Monsivais	Elissha	Extra Duty - 504	HHS	extra duty
Cole	Carolyn	Extra Duty - 504	HJH	extra duty
Roberts	Jennifer	Extra Duty - 504	HJH	extra duty
Boyum	Emma	Extra Duty - 504	Intermediate	extra duty
Harris	Madeleine	Extra Duty - 504	Intermediate	extra duty
Doron	Amy	Extra Duty - 504	West	extra duty
Tomberlain	Kendall	Extra Duty - 504	North	extra duty
Chapman	Diane	Extra Duty - 504	East	extra duty
Fry	Shelly	Stipend - Instructional - 10GI	HHS	extra duty
MIller	Erin	Stipend - Instructional - 10GI	HHS	extra duty
O'Dowd	Julie	Stipend - Instructional - 10GI	HHS	extra duty
Smith	Kara	Stipend - Instructional - 10GI	HHS	extra duty
Witt,	Thomas	Stipend - Instructional - 10GI	HHS	extra duty
Carlton	Mandy	Stipend - Instructional - 8GI	HJH	extra duty
Gideon	Ronnie	Stipend - Instructional - 8GI	HJH	extra duty
Hunt	Kristi	Stipend - Instructional - 8GI	HJH	extra duty
Pipak	Pierce	Stipend - Instructional - 8GI	HJH	extra duty
Rice	Miranda	Stipend - Instructional - 8GI	HJH	extra duty
Strizich	Teressa	Stipend - Instructional - 8GI	HJH	extra duty
Jordan	Marlin	Stipend - Instructional - 8GI	HJH	extra duty
Green	Ashley	Stipend - Instructional - 8GI	HJH	extra duty

SCE Personnel 2026-2027				
Staff Member		**Position**	**Campus**	**% funded SCE**
Russell	Stacey	Stipend - Instructional - 8GI	HJH	extra duty
Barton	Barbara	Stipend - Instructional - 8GI	HJH	extra duty
stewart	Tara	Stipend - Instructional - 9GI	HHS	extra duty
Morales	Kathy	Stipend - Instructional - 9GI	HHS	extra duty
Flint	Renee	Stipend - Instructional - 9GI	HHS	extra duty
Steward	Lakrishia	Stipend - Instructional - 9GI	HHS	extra duty
Paul	Jacquelyn	Stipend - Instructional - 9GI	HHS	extra duty

Appendix- Title I, Part A

2026-2027

<table>
<tr><th colspan="2">Title I, Part A</th></tr>
<tr><th>LEA Plan Requirement</th><th>Description of Requirement</th></tr>
<tr><td>Timely and Meaningful Consultation</td><td>Hallsville ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found in the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.
The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments and a summative assessment. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA). The committee will utilize CNA results to create the 2027-2028 District Improvement Plan.</td></tr>
<tr><td>Coordination</td><td>Hallsville ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.
Title I, Part C
Title II, Part A
Title III, Part A
Title IV, Part A
Individuals with Disabilities Act (IDEA)
Rehabilitation Act of 1973
Carl D. Perkins Career and Technical Education Act of 2006
Head Start Act
McKinney-Vento Homeless Assistance Act
SCE
Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the</td></tr>
</table>

	creation of the District Improvement Plan with representatives from each of the programs included.
Challenging State Academic Standards	Hallsville ISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of targeted, small-group intervention instruction, after-school tutorials with TEKS-aligned materials, and paraprofessionals who work with small groups of students.
Periodic Review and Revisions	Hallsville ISD will review and, as necessary, revise the DIP. We have formative evaluations scheduled for October and January and a summative evaluation scheduled for May to evaluate the effectiveness of the plan.
Required Descriptions:	
Description #1: Student Progress Monitoring Supports How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]— 1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2. Identifying students who may be at risk for academic failure; 3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.	Hallsville ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students. Each campus has a committee that meets a minimum of each nine weeks to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and benchmarks. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal. The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKs-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students four days a week. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year. Hallsville ISD seeks to identify and implement instructional and other strategies intended to

	strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing additional counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.
Description #2: Teacher Quality How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers	Annually, during the spring and summer of each year, Hallsville ISD holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made when inequity is found.
Description #3: School Improvement and Support Activities How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2) if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Targeted Support	Not applicable
Description #4: Measure of Poverty Include the poverty criteria that will be used to select school attendance areas under Section 1113	Hallsville ISD uses a composite of National School Lunch Program (NSLP), Medicaid, and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.
Description #5: Nature of Programs Include the nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs	All of HISD's campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.

Description #6: Services to Homeless Children and Youth Describe the services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act	1. Enrollment: The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork. 2. Attendance: The Homeless Liaison assists with placement, enrollment, and application to the National School Lunch Program. The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for necessities and transportation of homeless children and youth. 3. Success: The District provides services to support homeless children and you with school success by having the Homeless Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.
Description #7: Parent and Family Engagement Strategy Include the strategies the LEA will use to implement effective parent and family engagement under Section 1116	Hallsville ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please www.hisd.com to view our District Written PFE Policy for the 2026-2027 school year. It outlines our PFE program and the specific strategies employed to engage parents.
Description #8: Early Childhood Education Programs and Transition Plans If applicable, describe how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level,	Our preschool classes are located on our Elementary campuses. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The elementary campuses also host a parent meeting focusing on Kindergarten Transition. The pre-k classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The pre-k program staff also assist families in getting the appropriate enrollment information needed to

including plans for the transition of participants in such programs to local elementary school programs	enroll a student in kindergarten. Pre-k students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-k programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.
Description #9: Identification of Eligible Children Include how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A	Not applicable
Description #10: Middle to High School/ High School to Postsecondary Transitions Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)] 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills	Hallsville ISD implements strategies to facilitate effective transitions for students. Transition activities are planned for the following: ● Elementary to Intermediate (4th to 5th) ● Intermediate to Jr. High (6th to 7th) ● Jr. High to High School (8th to 9th) ● High School to Post Secondary Activities include, but are not limited to: ● informational night for parents ● career pathway day to explore available options in high school ● career counselor to explore career options and complete interest surveys to assist students in determining their career interests ● meet with core teachers to ease the transition ● Campus tours ● Dual credit opportunities
Description #11: Discipline Disproportionality Include how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of	Hallsville ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, Hallsville ISD has instituted trauma-informed practices and Positive Behavioral Intervention and Supports (PBIS) to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS)

the subgroups of students	and integrating behavioral supports.
Description #12: Coordination and Integration If applicable, include how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. Work-based learning opportunities provide students with in-depth interaction with industry professionals, if appropriate.	Hallsville ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. It provides students with grade-appropriate experiences throughout each school year. Our PK-6 students focus on industry and career awareness through such activities as career days and college visits. Jr. High students explore industries and careers through Interest Inventories, Career Exploration classes, and CTE pathway previews. High School students prepare for and participate in the workforce through job shadowing opportunities with business partners, Industry mentors, and internship opportunities. The district annually evaluates local workforce data to identify trends relating to in-demand, high-wage careers.
Description #13: Other Proposed Uses of Funds Include any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	Although the district does not utilize Title I funding for the G/T program, the district does have an established program described below. The district does utilize funding to help students develop digital literacy skills. 1. Hallsville ISD has an established G/T referral process within the district. Referral testing is available for grades K-11. As part of the regular instructional program and teaching/learning cycle, teachers identify students who have met the standard and provide them with related extension opportunities. K-8 G/T identified students receive instruction through a pull-out program throughout the school year. 2. School libraries are developed and updated annually by purchasing novels and other reading material, both print and digital. The Education Technology Director coaches classroom teachers in the effective use of technology tools and technology strategies that students use for learning, productivity, research, and problem-solving.

Title I, Pt. A 26-27	Planning Amt.	Transfer from T2	Total	Planned Amount
	5,323,365	300000	**5,623,365**	**5,623,364.58**
East (3)		**Budgeted**	**Actual Expend**	**Remaining Bal.**
Personnel (salaries,benefits,stipends)	6100	99,414.04		99,414.04
1 % parental involvement	6300	1,000.00		1,000.00
Supplies & Materials	6300	4,886.00		4,886.00
Travel & Subsistence	6400	-		-
	Tentative totals:	105,300.04	-	105,300.04
North (1)		**Budgeted**		
Personnel (salaries,benefits,stipends)	6100	95,230.53		95,230.53
1 % parental involvement	6300	1,200.00		1,200.00
Supplies & Materials	6300	25,522.00		25,522.00
Travel & Subsistence	6400	-		-
	Tentative totals:	121,952.53	-	121,952.53
West (4)		**Budgeted**	**Actual Expend**	**Remaining Bal.**
Personnel (salaries,benefits,stipends)	6100	97,452.90		97,452.90
Parent Engagement	6300	1,300.00		1,300.00
Supplies & Materials	6300	38,475.00		38,475.00
Travel & Subsistence	6400	-		-
	Tentative totals:	137,227.90	-	137,227.90
Intermediate (4)		**Budgeted**		
Personnel (salaries,benefits,stipends)	6100	78,507.80		78,507.80
Parent Engagement	6300	1,200.00		1,200.00
	6300	600.00		600.00
Supplies & Materials	6300	50,057.00		50,057.00
Travel & Subsistence	6400	-		-
	Tentative totals:	130,364.80	-	130,364.80
HJH (3)		**Budgeted**		
Personnel (salaries,benefits,stipends)	6100	73,580.91		73,580.91
Parent Engagement	6300	1,200.00		1,200.00
Title I Crate	6300	600.00		600.00
Supplies & Materials	6300	50,671.00		50,671.00
Travel & Subsistence	6400	-		-
	Tentative totals:	126,051.91	-	126,051.91
High School		**Budgeted**		
Personnel (salaries,benefits,stipends)	6100	154,590.47		154,590.47
Parent Engagement	6300	2,000.00		2,000.00
Supplies & Materials	6300	43,839.00		43,839.00
Travel & Subsistence	6400	-		-
	Tentative totals	200,429.47		200,429.47
TVAH		**Budgeted**		
Personnel (salaries,benefits,stipends)	6100	65,802.93		65,802.93
Professional and Contracted Services	6200	4,273,356.00		4,273,356.00
1 % parental involvement	6300	$45,000.00		45,000.00
Supplies & Materials	6300	86,100.00		86,100.00
Debt - SBITA Licenses	6500	95,000.00		95,000.00
	Tentative totals	4,565,258.93		4,565,258.93

Title I, Pt. A 26-27	**Planning Amt.**	**Transfer from T2**	**Total**	**Planned Amount**
	5,323,365	300000	**5,623,365**	**5,623,364.58**
District-Wide (set aside money)		**Budgeted**		
Personnel	6100	79,146.00		120,147.23
Region 7 Service Package (Title services)	6200	27,481.00		27,481.00
Title I Crate	6200	600.00		600.00
District Parental Involvment (including Lit. Bus Supplies)	6300	1,000.00		1,000.00
District supplies and materials	6300	100.00		100.00
District Set Aside - Homeless supplies	6300	80,000.00		80,000.00
District Set Aside - PNP - St. Mary's (2 Students)	6300	1,265.00		1,000.00
Other Operating Costs	6400	47,187.00		47,187.00
	Tentative totals:	236,779.00	0	236,779.00

Title I, Part A Personnel 2026-2027				
Staff Member		Position	Campus	% funded Title I
Suggs	Cheryl	Teacher - Elementary	East	100%
Sorgee	Megan	Teacher - Elementary	North	100%
Smelley	Kyra	Instructional Para	North	100%
Crowley	Nikki	Teacher - Elementary	West	100%
Bennet	Maci	Instructional Para (Behavior Support)	West	100%
Benton	Susie	Teacher- Intervention RLA	Intermediate	100%
Stringer	Kim	Teacher - Intervention	Jr. High	100%
Paul	Jacquelyn	Teacher	HHS	100%
Davidson	Diana	Para - Parent Engagement	District	100%
Avedikian	Mindy	Reading Coordinator	District	100%
TSI Courses - 1 FTE		Teacher	HHS	100%
Jones	Erin		TVAH	76%
Hickson	Jana	Instructional Aide	East	75%

Appendix- Title II, Part A
2026-2027

Title II, Part A	
Title II Requirement	**Description of Requirement**
REAP/Transferability	Hallsville I.S.D. did reap or transfer Title II, Part A funding. For the 2026-2027 school year, 33% was transferred to Title I, Part A.
Alignment of Activities to the Challenging State Academic Standards	Hallsville ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the Comprehensive Needs Assessment and ensures that all required stakeholders assist in the creation of the DIP with regard to the needs relevant to Title II, Part A. Expenditures are planned after analyzing student performance on the State academic standards and their progress is monitored throughout the year. These pieces of data along with meaningful input from stakeholders drive the plans for Title II expenditures. Multiple sources of data show the need for training teachers to help students master the ELAR TEKS, specifically the writing TEKS in grades k-12; systematic small group ELAR grades k-4, and mathematics grades k-6. Each expenditure is evaluated formatively, twice a year (October and January), and summatively (May), for effectiveness and is revised as needed based on student progress and need.
Meaningful Consultation	Hallsville ISD District Committee includes all of the required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found in the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. For the 2026-2027 school year, District Committee/Title II, Part A meetings are scheduled for three dates. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments and a summative assessment. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA). The committee will utilize CNA results to create the 2027-2028 District Improvement Plan in April and May. Professional development effectiveness surveys will be completed by all staff members upon completion of a workshop throughout the year. This information along with staff professional development needs surveys will be taken into account as the committee meets as well. Student performance on the State academic standards (monitored throughout the year) and

	T-TESS evaluation will also be used in determining Title II program needs.
Coordination	Hallsville ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.) ● Title I, Part C ● Title II, Part A ● Title III, Part A ● Title IV, Part A ● Individuals with Disabilities Act (IDEA) ● Rehabilitation Act of 1973 ● Carl D. Perkins Career and Technical Education Act of 2006 ● Head Start Act ● McKinney-Vento Homeless Assistance Act ● SCE Program coordination with community partners, such as the DSHS, also takes place routinely. Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Title II Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.
Prioritization of Funds	Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's school improvement status and percentage of low-income students. The district maintains a spreadsheet locally with that information as well as the expenditures allocated to each campus to show the alignment of prioritization and campus need, as established by school improvement status and low-income percentage .
System of Professional Growth and Improvement	Hallsville ISD has a district-wide system of Professional Growth and Improvement, including a new teacher academy and mentorship program.
Private Nonprofit School Participation	Hallsville I.S.D. boundaries do not contain a Private Nonprofit School.
Evidence-Based Activities	District did not choose to utilize Title II, Part A funding in the Evidence-Based Activities Area of Focus.

Appendix- Title IV, Part A
2026-2027

<table>
<tr><th colspan="2">Title IV, Part A</th></tr>
<tr><th>Title IV Requirement</th><th>Description of Requirement</th></tr>
<tr><td>REAP/Transferability</td><td>Hallsville ISD did not use REAP for Title IV, Part A funds.</td></tr>
<tr><td>Description of Funded Programs and Activities</td><td>Hallsville ISD funds the following programs and activities to support well-rounded education in the following manner:
Region 7 Service Center Co-Op for CTE
Summer activities that align to STEAM goals
Summer literacy activities
After school activities that align to STEAM goals
SAT/ACT Tutorials
Jr. High CTE lab
Hallsville ISD funds the following programs and activities to support safe and healthy students in the following manner:
Personnel to support mental and behavioral goals
Region 7 Service Center Co-Op for Safety & Security
Software to support mental and behavioral goals
Supplies to support mental and behavioral goals
Hallsville ISD funds the following programs and activities to support the effective use of technology in the following manner:
Software to support the full implementation of technology skills</td></tr>
</table>

Program Objectives and Measurable Outcomes and Evaluation of Program Effectiveness	Below are the Program OMOs and Measurable Outcomes selected for the 2026-2027 school year for the Title IV, Part A program (as reported to TEA).

Program Objective	Intended Outcome	Content Area
OMO #1: Hallsville ISD will reduce repeat placements in the HISD Disciplinary Education Alternative Placement by 5%, with the support of the HISD Licensed Professional Counselor.	Hallsville ISD repeat placements in DAEP will decrease by 5% as reported on discipline data.	Safe and Healthy Students
OMO #2: Hallsville ISD will increase the summer enrichment learning opportunities for the summer of 2027.	Hallsville ISD will offer STEAM activities via summer programs and the learning bus.	Well-Rounded Education

Hallsville ISD will evaluate the progress of these program objectives and intended outcomes three times a year (October, January, and May) with the required stakeholder committee. These evaluations will be based on data specified within the OMO's to determine the percentage of progress made on each objective and measurable outcome. Based on the findings of the stakeholder committee, the district will report on progress status to TEA by documenting no progress, some progress, or substantial progress. Modifications to the activities will be made if the stakeholder committee and district determines they are necessary at the time of each evaluation. The district will maintain relevant sign-in sheets, meeting agendas, and minutes/notes for all meetings pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs.

Meaningful Consultation	Hallsville ISD District Committee includes all of the required stakeholder members for Title IV, Part A. A list of committee members and their respective roles can be found in this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments and a summative assessment. The committee will consult with stakeholders to improve the activities it conducts and also to coordinate implementation with other related activities conducted in the community, as available. The stakeholder committee will also review and determine progress toward the selected program objectives and measurable outcomes for the 2025-2026 school year. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA). The committee will utilize CNA results to create the 2027-2028 District Improvement Plan. The DIP containing the LEA Program Plan will outline a description of activities funded by Title IV, Part A in the three content areas (well-rounded education,

	safe and healthy students, and the effective use of technology) as well as the objectives and measurable outcomes determined through consultation with the stakeholder committee. The district will maintain relevant sign-in sheets, meeting agendas, and minutes/notes for all meetings pertaining to the evaluation of effectiveness and improvement in Title IV, Part A-funded activities and/or programs.
Prioritization of Funds	Prior to planning Title IV, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's needs, percentages of low-income students, school improvement status, and persistently dangerous status. Hallsville ISD has determined that no one campus is of greater need than the others and will serve all campuses with these funds.

HISD Technology Plan

Technology Strengths

- **Infrastructure Backbone:** District network operates on a dedicated **10 Gbps fiber backbone**, ensuring reliable, high-speed data transmission between all campus hubs and the **Network Operations Center (NOC)**.
- **Identity & Access Management:** Standardized secure single sign-on (SSO) authentication by integrating **Google Workspace and Clever** to automate user provisioning, secure logins, and real-time class roster syncing across software platforms.

Technology Weaknesses / Areas of Need

- **Communication Fragmentation:** District communication channels are currently decentralized, using multiple distinct software applications and notification methods across different campuses. This creates administrative overhead, data syncing delays, and parent communication fatigue. A single, unified mass communication solution is required.

Goals, Objectives, & Action Strategies

Goal:

The Technology Department will provide, maintain, and secure a unified communication architecture and an administrative support system through the Network Operations Center, ensuring operational efficiency, data integrity, and uncompromised access to digital tools.

Objective 1: Unified District Mass Communication Deployment

Objective: Successfully deploy **ParentSquare** as the single, unified mass communication platform across 100% of district campuses, decommission legacy standalone tools, and establish a data sync between the platform and the district's Student Information System (SIS).

Action Strategy	Staff Responsible	Timeline	Resources Needed (Funding Source)	Formative / Summative Evaluation Criteria
1.1 SIS and Clever Roster Integration: Configure data integration pipelines from the district SIS and Clever to ParentSquare, ensuring daily, automated syncing of student, parent, guardian, and staff contact information.	Technology Director	Completed by the end of July	ParentSquare software contract, Clever data dashboard *(Local Funds / Title IV)*	Successful, error-free nightly data sync logs with zero orphaned contact profiles.
1.2 Legacy System Decommissioning: Identify and terminate contracts or accounts for fragmented communication tools (e.g., Remind, ClassDojo, old mass dialers) to unify communication under ParentSquare.	Technology Director	August – September	Audit of active software contracts *(No Cost)*	100% reduction in district expenditure on overlapping mass notification tools.

ID&R Action Plan ESC 7

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers. COEs for new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1 and March 30 for ID&R training or as determined by TEA. TX-NGS training to be determined
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. ***Potentially Eligible Migratory Children*****:** Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Actively and safely recruit OSYs.Complete COEs as needed. ***Currently Eligible Migratory Children*****:** Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. • TX-NGS Data Specialist is to enter data from each child's COE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	**Staff:** Designated SEA Reviewers TX-NGS staff	Within **7** working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	**Staff:** MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. Eligibility review. Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. Coordinate with ESC for annual eligibility validation. Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
F. Other		
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	**INDIVIDUALS RESPONSIBLE**	**TIMELINE**
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		

Title I, Part C – Migrant Education Program
Priority for Service (PFS) Action Plan Template
for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds.
Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, **Ungraded (UG) or** **Out of School (OS)**	● Who have made a qualifying move within the previous 1-year period; **AND** ● Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	● Who have made a qualifying move within the previous 1-year period; **AND** ● Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** ● For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:
(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
(2) the Program Specific Provisions and Assurances on Priority for Service; and
(3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
7	102904		Amy Whittle
District Name:		School Year	Date:
Hallsville ISD		2026-2027	8/11/2026

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)

- *Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.*
- *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*
  - *On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.*

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- *Monitoring the progress of eligible migratory students who are PFS.*
- *Communicating the progress and determine needs of eligible migratory who are PFS.*
- *Providing services to eligible migratory who are PFS.*

PFS Action Plan Completion Date: *Before First Day of School*

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		**ESC Assurance** ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	Amy Whittle	**ESC Reviewer Signature**	**Tara Evers**
Date	**8/11/2026**	**Date Review Complete**	5/5/2026

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	**Objective(s):**
100% of eligible migratory, Priority for Service Students will be entered into the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.	To ensure 100% of the PFS students are prepared to transition to the next grade level through support offered at the campus level.

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ **Monthly**, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services**.**	Before the end of each month, August 2025-July 2026	NGS Specialist	PFS Tracking Report
▪ **Before the first day of school**, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Before 1st Day of School	MEP Contact	PFS Report

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory who are PFS.			
▪ **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	ongoing	District migrant contact, principal, teacher or district assigned personnel	PFS reports/completed student reviews
▪ **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
▪ **During the academic calendar**, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	ongoing	MEP Staff	Calendars, meeting notes

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory who are PFS.			
▪ **The district's Title I, Part C migrant coordinator or MEP staff will** use the PFS reports to give priority placement to these students in migrant education program activities.	Ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ **The district's Title I, Part C migrant coordinator or MEP staff** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ **The district's Title I, Part C migrant coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms

TVAH Comp Ed Proposed Budget

Research-Based Materials and Programs:

- MTSS PowerSchool - $186,150

Professional Developments:

Other:

-

Staff Required to Implement Support (Number of Each Position, Title/Role – including grade, area, and population, plus total cost including benefits per individual):

Title/Role	**Number**	**Total Cost (including benefits)**	**Description of role in SCE program**
Intervention Teacher	62	$3,960,077	Provides tiered instruction, STAAR/EOC accelerated instruction, and small group instruction for at-risk students
At- Risk Counselor	10	$659,058	Provide supplemental, targeted support to at-risk students in collaboration with school counselors, engagement specialists, and school social workers
Credit Recovery Teacher		$732,221	Provide instruction for students seeking to recover credit for courses previously failed, support students getting back on track to graduation cohort.
Instructional Coach	14	$1,069,385	Coach and support teachers using data to drive instruction, state standards and essential skill alignment, scaffolding instruction
State Comp Ed Manager and Assistant Managers	7	$660,603	Supports Comp Ed FTEs and ensures alignment of job descriptions to the Comp Ed Plan and CIP; gathers and analyzes data to monitor program effectiveness and shares data analysis with appropriate school staff
At-risk Coordinator Data/Compliance Specialist	7	$599,736	Supports the identification and validation of educationally disadvantage and at-risk students, including referring students and families to the appropriate support services to decrease student dropout and withdrawals; connects students to services and eligible materials Maintains database for the intervention teachers; tracks program

			measurables including attendance, closing the achievement gap, student growth measures, effect of services used for eligible students.
Engagement Specialist	34	$1,854,127	Connects students to programs through support and training, outreach when engagement from programs is low, and troubleshooting if students struggle to access programs
MTSS/RTI Coordinator	2	$153,013	Coordinates RTI programs at campuses, including compiling data, supporting training in interventions, and facilitating staff conversations about students
Data Specialist	2	$164,977	Provides program evaluation data throughout the year, supports progress monitoring with intervention teachers, summarizes student engagement in program and courses.

Total Expenses
$10,039,347