

Hardin-Jefferson Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B



Board Approval Date: November 14, 2022
Public Presentation Date: November 7, 2022

Mission Statement

To provide the best possible education for all students in an environment that promotes and develops responsible, productive citizens, through a cooperative effort of all parents, students, teachers, administrators, and the Hardin-Jefferson Community.

Vision

Progressive

Our students are prepared with the intellect and skills to think critically and solve problems creatively.

Independent

Our students are self-sustaining contributors to society.

Collaborative

Our students communicate fluently using a variety of information, media, and technology skills.

Open

Our students embrace the creative, social, and cultural differences of others.

Determined

Our students are motivated to succeed in life with the knowledge and confidence to pursue their goals.

Well-rounded

Our students are leaders who characterize integrity, respect, courage, honesty, humility, and kindness.

Core Beliefs

	As a Student	As a Faculty Member and Staff	In the Community
Integrity	<ul style="list-style-type: none"> • Be honest and sincere • What you do should be the same as what you say • Be true to the person you are 	<ul style="list-style-type: none"> • Be honest and sincere • What you do should be the same as what you say • Be a mentor • Be consistent and fair 	<ul style="list-style-type: none"> • Always represent yourself the way you want others to see you.
Excellence	<ul style="list-style-type: none"> • Expect greatness • Push yourself further • Never be satisfied 	<ul style="list-style-type: none"> • Expect greatness • Push yourself further • Never be satisfied 	<ul style="list-style-type: none"> • Tell others about our vision
Commitment	<ul style="list-style-type: none"> • Give your best every day • Display endless school spirit 	<ul style="list-style-type: none"> • Put student needs and success first • Never stop trying 	<ul style="list-style-type: none"> • No matter the setting, never abandon our core values
Positive Attitude	<ul style="list-style-type: none"> • Don't just see problems, explore opportunities • Be a friend and help one another 	<ul style="list-style-type: none"> • Don't just see problems, explore opportunities • Make others feel welcomed 	<ul style="list-style-type: none"> • Tell others of the great things happening at HJ • Get involved in activities that build up HJ and the community
Unity	<ul style="list-style-type: none"> • We all matter • Encourage participation • Work as a team 	<ul style="list-style-type: none"> • We all matter • Encourage participation • Work as a team • Value others opinions 	<ul style="list-style-type: none"> • Ask for input • Look for opportunities to collaborate

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hardin-Jefferson ISD serves four academically decorated campuses located on the Hardin and Jefferson county line, 18 miles west of Beaumont, Texas. Sour Lake is the center of the district, with locally-owned shops, restaurants, and where three of our campus are located. This provides for a perfect combination of the small-town experience with city conveniences. Known as the birthplace of Texaco, Hardin County’s oldest city has seen recent growth, for new communities and subdivisions are breaking ground.

The school district is the heart of the community that unites Sour Lake, China, Nome, Bevil Oaks. HJISD serves approximately 2584 students district-wide on four campuses. With tradition deep in academics, Hardin-Jefferson leads Southeast Texas in scores, graduation rates, and college readiness. HJ provides 1-to-1 devices for grades 6-12, as well as elementary computer labs outfitted with the latest technology and applications. The district offers a comprehensive curriculum, as well as highly successful extracurricular opportunities.

Attendance rates for the past 5 years.

Year	Attendance Rate
2017-2018	96.5%
2018-2019	96.2%
2019-2020	Pandemic
2020-2021	94.3%
2021-2022	93.25

HJISD Total Enrollment: 2,697

- African American Student: 13.42%
- Hispanic: 12.05%
- White: 69.82%
- American Indian: 0.07%
- Asian: 1.30%
- Two or more races: 3.26%
- Economically Disadvantaged: 42.31%
- English Language Learners: 4.00%
- Special Education: 14.87%
- Section 504: 11.68%
- Dyslexia: 8.19%
- At-Risk: 17.80%
- Mobility: 10.45%

Demographics Strengths

1. As a district, HJISD continues to close the performance gap in the African American sub-population.
2. HJISD continues to have an excellent class size average and student to teacher ratio:
 - Elementary: 19:1
 - Secondary 20:1
3. During the 2020-21 school year, only seven students withdrew from HJISD to pursue a home schooling or private school education.
4. Student-level data reveals that excused absences, unexcused absences and tardiness increased during the 2020-2021 school year due to the pandemic.
5. Emergent Bilingual students receive services and support in meeting their cognitive, linguistic and affective needs. ELAR teachers are ESL certified and ELL students receive additional instructional support service within the classroom.
6. Attendance rate over the last four years has decreased by 0.2% each year prior to the pandemic. The district attendance rate is currently at 94.51%.
7. The following programs assist with our academic goals.
 - Study halls, and before and after school tutorials help meet the need of struggling students.
 - High parent involvement & community support

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): When the demographics change, the teaching strategies must change as well to ensure all learners are getting their needs met. **Root Cause:** Due to the rising number of students in the ESL program, economically disadvantaged, and SPED students, teachers must evaluate how they are ensuring mastery for all learners

Problem Statement 2 (Prioritized): Staff and student populations are disproportionate in gender/ethnicity. **Root Cause:** Teachers of ethnicity other than Caucasian are able to work in nearby districts for higher salary and with staff who are of similar ethnicity.

Problem Statement 3: African American and economically disadvantaged students scored significantly lower than the All Student group on STAAR Reading and Writing tests. It is important to note that although African American students scored lower than the All student group, they made extremely good growth in the Approaches and Meets levels. **Root Cause:** A large number of these students are from a high poverty area an inadequate support systems in place. Some of the students who struggled on the STAAR test were African American, special education, and economically disadvantaged.

Student Learning

Student Learning Summary

District administrators met to disaggregate student STAAR data. Administrators have attended DMAC and Lead4ward training in order to assist with the understanding of data disaggregation. STAAR/EOC results and the Texas Academic Performance Reports provide the necessary information needed to develop an academically strategic plan for 2021-2022.

Approaches – Met the minimum passing standard. Students are likely to succeed in the next grade level with targeted interventions.

Meets Grade Level – Student is likely to succeed in the next grade level but may need short term, targeted academic interventions.

Masters Grade Level – Students are expected to succeed in the next grade level or course with little or no academic interventions.

2021-2022 Hardin-Jefferson ISD STAAR Scores

	China	Sour Lake	Henderson Middle School		Hardin-Jefferson High School	
3rd Grade Math			6th Grade Math		Algebra	
Did Not Meet	30%	24%	Did Not Meet	13%	Did Not Meet	5%
Approaches	70%	76%	Approaches	87%	Approaches	95%
Meets	33%	37%	Meets	52%	Meets	81%
Masters	16%	18%	Masters	18%	Masters	57%
3rd Grade Reading			6th Grade Reading		Biology	
Did Not Meet	33%	19%	Did Not Meet	23%	Did Not Meet	8%
Approaches	67%	81%	Approaches	77%	Approaches	92%
Meets	38%	56%	Meets	51%	Meets	67%
Masters	28%	29%	Masters	26%	Masters	24%
4th Grade Math			7th Grade Math		English 1	
Did Not Meet	58%	43%	Did Not Meet	13%	Did Not Meet	21%
Approaches	42%	57%	Approaches	87%	Approaches	79%
Meets	17%	22%	Meets	45%	Meets	63%
Masters	7%	3%	Masters	12%	Masters	19%
4th Grade Reading			7th Grade Reading		English 2	

2021-2022 Hardin-Jefferson ISD STAAR Scores

Did Not Meet	26%	19%	Did Not Meet	10%	Did Not Meet	18%
Approaches	74%	81%	Approaches	90%	Approaches	82%
Meets	33%	54%	Meets	62%	Meets	71%
Masters	21%	20%	Masters	42%	Masters	8%

	China	Sour Lake	Henderson Middle School	
5th Grade Math			8th Grade Math	
Did Not Meet	9%	18%	Did Not Meet	11%
Approaches	91%	82%	Approaches	89%
Meets	63%	41%	Meets	70%
Masters	31%	12%	Masters	34%

5th Grade Reading			8th Grade Reading	
Did Not Meet	12%	15%	Did Not Meet	12%
Approaches	88%	85%	Approaches	88%
Meets	66%	56%	Meets	66%
Masters	33%	29%	Masters	43%

5th Grade Science			8th Grade Science	
Did Not Meet	20%	24%	Did Not Meet	17%
Approaches	80%	76%	Approaches	83%
Meets	50%	36%	Meets	54%
Masters	14%	15%	Masters	28%

8th Grade Social Studies	
Did Not Meet	35%
Approaches	65%
Meets	35%
Masters	23%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need for a robust data reporting and analysis system to provide decision-makers the ability to make timely, informed decisions regarding student achievement data. **Root Cause:** Need for data disaggregation training.

Problem Statement 2 (Prioritized): 4th grade math and reading STAAR scores need improvement. **Root Cause:** Better analysis of the supplemental instructional materials, curriculum use, and student data.

Problem Statement 3 (Prioritized): There is a need to increase collaboration between and within departments and campuses to ensure coordination of programs, reduce redundancy of services, and increase student achievement. **Root Cause:** Lack of collaboration between campuses.

District Processes & Programs

District Processes & Programs Summary

2021-2022 STAAR scores were higher throughout HJISD, except for one elementary campus. The district received an 89 rating from TEA.

In analysis of 2022 STAAR data, we believe that district curriculum is well aligned with TEKS, ELPS, and CCRS because our ESL students performed as well or better than the "all student" group.

HJISD will continue to work with higher performing students to be sure that we are helping these students show growth as well.

Materials and resources are being provided to teachers to ensure that they have what they need to engage students in authentic work and to solve complex, real world problems. The Mentoring Minds Motivation series is used in all STAAR tested grades, as well as Study Island for all tested subject areas. Paired with TEKS Resource System, these products allow for individual student growth as well as keeping instruction well aligned to TEKS.

On three of our campuses, IStation Reading and Math is used for K-5 reading and math areas to determine student benchmark levels and to monitor/track their progress as specific targeted instruction is provided in RTI tiers. Additionally, at CE and SLE students in K-1 use a Study Island program called Reading Eggs and a math program called Math Seeds to assess/instruct students on a continuum of skills. Grades 2-5 students have access to Study Island which continually assess and adjust instruction for individual students. These products were chosen because of their tight alignment with state standards and scientific-based research and best practices. Amplify MClass is used as a reading assessment beginning, middle and end of the year. Teachers review data from all assessments to inform whole and small group instruction as well as to sort students into RTI groups. These products also allow teachers, vertical alignment teams, RTI specialists, and campus/district administrators to monitor progress as a whole and for specific students. We have set aside a small room to use as our Data Wall monitoring station. Each grade level will monitor reading and math growth of their students by a data driven tiered system aligned with TEKS and STAAR assessment strands. RTI meetings will be held 4-6 times per year depending on the level of need for various groups. This will present a strong visual for teachers and administrators so that we can make sure intervention is producing results and helping students of all levels make growth.

Individual teachers set personal professional development goals for themselves through TTESS goal-setting. They are tied to improving student achievement as identified through the various assessment and benchmark data on students. These goals may be reached in many ways: workshop attendance, book studies, observing high performing teachers on campus and in the district, web-based seminars, and campus/district professional development offerings. Professional development also is implemented according to campus need as a whole as determined by vertical alignment team meetings and assessment data. Areas to be covered this year are: enhancing critical thinking through modeling and "think aloud", as well as better questioning strategies, and building rapport and better relationships with students.

Teachers will continually track student performance by monitoring student achievement on unit tests, classroom observation of skill development, and monitoring student tracking with Study Island and STAR 360, as well as student achievement on a mock STAAR release test. Students in grades 3-8 monitor and track progress on Accelerated Reader and benchmarks. ESL students are provided in-class and pull-out support based on their needs. Teachers of ELAR are ESL certified, and they work to be sure these students are receiving appropriate instruction and strategies. Teachers receive copies of instructional/linguistic accommodations to be used in instruction, and administrators observe classes to see that they are being implemented (walkthroughs and observations).

Teacher leaders are vital to campus growth. Teachers are nominated to serve on campus leadership team and are assigned to represent specific groups of teachers so that every teacher has a voice in campus planning as well as an avenue to address problems encountered throughout the year. Duty rosters are developed with input from teachers about preference of morning/afternoon duties. Administrators are in the duty schedule rotations and available to address issues and to help brainstorm solutions when needed.

The master schedule maximizes class time for instruction and is developed to exclude as many interruptions as possible. Announcements are not made during class periods unless absolutely necessary. Every grade level has a dedicated intervention period of 45 minutes. During this time, students are grouped for small group instruction on specific needs. Other students receive supplementary and acceleration of skills during this period.

Character education and Social Emotional Learning programs continue to focus on being kind to students, teachers, and school staff members. We will recognize all faculty and staff during the school year as we spotlight several staff members each week. Our emphasis will be on Tier 1 practices for all students with a gradual introduction of tier 2 restorative

discipline practices. All teachers and staff received training during back to school professional development in-service training. Administration will assist in tier 2 circles when needed and will conduct tier 3 circles with teachers and students for those still having difficulty with self-regulation skills.

Our district continues to have a strong programs in 504, ESL, and RTI as well as a strong special education department. The mission for each of these programs is to make sure students are provided the assistance and support they need in order to develop in all aspects: emotionally, academically, physically, and mentally. These programs are coordinated and monitored by administrative staff: principal, assistant principal, program coordinator, and diagnostician.

District Processes & Programs Strengths

HJISD processes are aligned throughout the district. Faculty and staff are dedicated and committed to student growth, programs are in place to assist students needing more support in all areas - 504, ESL, RTI, special education, and restorative practices and discipline training have prepared staff with numerous strategies for effective connection with students.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Additional collaboration must occur throughout the school year to ensure process and programs and aligned. **Root Cause:** There is not enough district level meetings where campuses are required to collaborate with each other.

Perceptions

Perceptions Summary

FAMILY AND COMMUNITY ENGAGEMENT

Parents are a vital part of educating children. They are invited to participate fully in school activities, are kept up-to-date with teacher and campus communications, and have many opportunities to volunteer and have a part in our campuses. Two parent representatives are members of our district leadership committee meetings . A Spanish speaking parent representative is always a part of our LPAC meetings. Teachers and administrators welcome parents to visit our campuses and are afforded opportunities to discuss their child's strengths, weaknesses, and needs with teachers. Our teachers are routinely encouraged to communicate regularly with parents in a variety of ways: notes, emails, phone calls, conferences, and through use of Remind. The District Communication Director communicates with our community and parents in a variety of ways: school web page, campus Facebook page, and Twitter. All nurses visits regularly with parents with health needs. Administrators and front office staff have an open door policy, and parents stop by frequently with questions, concerns, or advice. We hope to convey to parents that we see them as their child's first teacher. Developing a good relationship with parents is a priority. We believe that parents perceive that this is so. We have good feedback from parents and enjoy a good reputation in the school community. We have an active PTO which provides the "extras" our campus needs from time to time. They also do an excellent job of recruiting volunteers to help teachers and provide TLC for teachers during the year: small gifts, treats, meals, and other forms of appreciation. There is good rapport and communication between the campus, district, and PTO group. We have a growing Hispanic population, and we provide communications in Spanish to those parents who need that help. We have several community partnerships in the community. This group is represented on our campus's leadership team, and in 22-23, we will expand this aspect of rapport/communication with a community partnership with a locally owned business.

SCHOOL CULTURE AND CLIMATE

The majority of students at HJISD enjoy coming to school . They tell teachers and their parents, who often share with us. It is apparent around holidays and prior to summer break that for many students we are their safe place. Some cry when they leave us. Serving a campus where more than half of our students live at poverty levels means that we work harder at making relationships with students who vitally need adults who see value and worth in them. Our staff by and far share the conviction that parents send us the best students they have and that we must be the best teachers we can. What we do matters. Every day matters. Students who are new to campus are assigned a homeroom teacher and a student or two in the homeroom class who introduce them to friends and show them where things are located in our building. Our students take this seriously, and it is heart-warming to watch as they begin to fold new students into their peer groups.

We have great students at HJISD who come from all kinds of homes. Every child has value. We emphasize kindness and respect for others on our campus. The majority of learners feel they belong on our campus and are proud to be Little Hawks. The Hawk culture is strong throughout the HJISD community. Students participate in sports and other events outside of school and often know one another's families. There are occasionally students who do not seem to fit readily into our campus culture. For these students, our administrative team and grade level teacher teams help to transition students into peer groups that might be more nurturing. We touch base with parents and students to see what interests and preferences they may have. This is often very effective for helping students fit in better.

Most discipline referrals are for defiant and/or disrespectful behavior with the majority coming from students in grades 3-12. Evaluation data is reviewed by campus administrators and teacher teams. In 22-23, we will continue to review data on a monthly basis. The most common consequences are student conferences, parent conferences, restorative practices, and occasional PE or lunch detentions. We have not had good success with these consequences, which is the main reason we are moving to a Restorative Discipline/Restorative Practices discipline framework. We hope to become more proactive than reactive in discipline by reviewing behavior incidents more frequently and analyzing when and where they are happening. In this way, we can proactively monitor and supervise more efficiently. Many referrals happen during transitions - to and from classes, on the playground, with fewer in the classroom setting. This will help us make sure that additional staff is in place during these times of transition.

Bullying may be reported anonymously on our HJISD or campus web page. These incidents are investigated quickly and thoroughly, with timely and appropriate contacts to parents. Teachers are knowledgeable about the need to be alert and aware to bullying and to provide avenues for reporting. Students who practice bullying behavior are counseled and given

the opportunity to make restitution to the victim. Parents are contacted with both the bully and victim.

No elementary students in HJISD were sent to the DAEP or JJAEP in 21-22 as our school district starts these types of placements in secondary school.

Perceptions Strengths

In HJISD, students, parents, and teachers are a vital part of a strong campus culture, parents support teacher and administrative discipline policies and see themselves as stakeholders in their child's education, and HJISD enjoys a good reputation with areas surrounding our attendance zone, and we are growing in student population as new families build and move into our attendance zone.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement. **Root Cause:** We must determine a better way of encouraging all parents to become more involved,

Priority Problem Statements

Problem Statement 1: There is a need for a robust data reporting and analysis system to provide decision-makers the ability to make timely, informed decisions regarding student achievement data.

Root Cause 1: Need for data disaggregation training.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 4th grade math and reading STAAR scores need improvement.

Root Cause 2: Better analysis of the supplemental instructional materials, curriculum use, and student data.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to increase collaboration between and within departments and campuses to ensure coordination of programs, reduce redundancy of services, and increase student achievement.

Root Cause 3: Lack of collaboration between campuses.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: When the demographics change, the teaching strategies must change as well to ensure all learners are getting their needs met.

Root Cause 4: Due to the rising number of students in the ESL program, economically disadvantaged, and SPED students, teachers must evaluate how they are ensuring mastery for all learners

Problem Statement 4 Areas: Demographics

Problem Statement 5: Staff and student populations are disproportionate in gender/ethnicity.

Root Cause 5: Teachers of ethnicity other than Caucasian are able to work in nearby districts for higher salary and with staff who are of similar ethnicity.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Additional collaboration must occur throughout the school year to ensure process and programs and aligned.

Root Cause 6: There is not enough district level meetings where campuses are required to collaborate with each other.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement.

Root Cause 7: We must determine a better way of encouraging all parents to become more involved,

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Goals

Revised/Approved: November 14, 2022







Goal 1: The percentage of students in 3rd grade who "Meets Grade Level" in reading will increase from 50% to 62% by June 2024.

Performance Objective 1: The percentage of students in 3rd grade who "Meets Grade Level" in reading will increase from 50% to 56% by June 2023.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of students will be assessed using IStation in grades Pre-K-5th grade. Students will work through the program to work on reading gaps and deficits.</p> <p>Strategy's Expected Result/Impact: 100% of the students will be assessed and show growth.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Principals and Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
	 0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Each elementary campus will use Response to Intervention with IStation to close the achievement gap and work on deficit skills.</p> <p>Strategy's Expected Result/Impact: Student achievement gaps will decrease.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Principals, and Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
	 0%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: The percentage of students in 3rd grade who "Meets Grade Level" in math will increase from 54% to 62% by June 2024.

Performance Objective 1: The percentage of students in 3rd grade who "Meets Grade Level" in math will increase from 35% to 55% by June 2023.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores





Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of students will be assessed using IStation in grades Pre-K-5th grade. Students will work through the program to work on math gaps and deficits.</p> <p>Strategy's Expected Result/Impact: 100% of the students will be assessed and show growth.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Principals and Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Each elementary campus will use Response to Intervention with IStation to close the achievement gap and work on deficit skills.</p> <p>Strategy's Expected Result/Impact: Student achievement gaps will decrease.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Principals, and Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
	0%			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Hardin-Jefferson ISD will have 100% of our academic classes taught by content certified teachers and put strategies in place for teacher retention.

Performance Objective 1: 100% of core academic classes will be taught by certified teachers and 100% of paraprofessionals with instructional duties.

Evaluation Data Sources: 100% of the academic classes will be taught by certified teachers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the percentage of certified teachers on all campuses to 100%. Closely monitor teachers professional development plan that are not state certified.</p> <p>Strategy's Expected Result/Impact: SBEC documentation.</p> <p>Staff Responsible for Monitoring: Human Resources Director and campus principals.</p> <p>Funding Sources: Professional Development - Title I Funds - \$1,400, Professional Development - Local Funds - \$1,800</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and paraprofessional will be required to participate in professional development activities throughout the school year to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Meetings and written correspondence of a teacher's certification status will be documented. Teachers and administrators will be involved in ongoing professional development with topics including TEKS Resource System and best instructional practices.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent and campus principals.</p> <p>Funding Sources: Professional Development - Title I Funds - \$1,400, Professional Development - Title II Funds - \$14,000, Professional Development - Local Funds - \$8,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-certified teachers.</p> <p>Strategy's Expected Result/Impact: Campuses schedule of classes.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent and campus principals.</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase the percentage of core academic subject area classes taught by certified teachers on high poverty campuses to 100%. Currently, HJISD does not have high poverty campuses.</p> <p>Strategy's Expected Result/Impact: Economic status of district.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent and campus principals.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: A mentor program will be set by the district to provide areas of improvement and guidance for teachers.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets and professional development agendas will be kept on file.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent and campus principals.</p> <p>Funding Sources: Professional Development - Title II Funds - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Assist teachers to meet SBEC requirements in a timely manner.</p> <p>Strategy's Expected Result/Impact: Meetings and written correspondence with teachers and outside agencies such as: Lamar University, iTEACH, and Region V Service Center.</p> <p>Staff Responsible for Monitoring: Human Resources Director and campus principals.</p> <p>Funding Sources: Teacher Certification - Local Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: All principals, teachers, and paraprofessionals are required to pursue professional development training and seek appropriate State certification(s).</p> <p>Strategy's Expected Result/Impact: SBEC documentation. Sign-in sheets, staff development plan, and principal walkthroughs.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent and campus principals.</p> <p>Funding Sources: Professional Development - Title II Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Hardin-Jefferson ISD will have 100% of our academic classes taught by content certified teachers and put strategies in place for teacher retention.





Performance Objective 2: 100% of instructional staff will implement strategies that improve student success as a result of quality professional development.

Evaluation Data Sources: Student success on 2020-21 STAAR will determine targeted areas for ongoing staff development.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals. Strategy's Expected Result/Impact: Increased student performance on benchmark assessments. Staff Responsible for Monitoring: Assistant Superintendent and campus principals.</p> <p>Title I: 2.6 Funding Sources: Title funds have been allocated in previous performance objectives. - Local Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify teachers and paraprofessionals who do not meet the State's certification requirements and provide specific professional development. Strategy's Expected Result/Impact: SBEC documentation, TTESS assessment, and district needs assessment. Staff Responsible for Monitoring: Assistant Superintendent and campus principals.</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All English/ELAR teachers will have their ESL Supplemental Certification on file with SBEC. Strategy's Expected Result/Impact: 100% of the ESL students will be taught by a certified ESL teachers. Staff Responsible for Monitoring: Assistant Superintendent, administrative staff, and general education teachers.</p> <p>Title I: 2.5 Funding Sources: Teacher Certifications - Local Funds - \$1,800</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Previously certified Gifted and Talented teachers will receive annually, six hours of GT training prior to the beginning of the 2021-22 school year.</p> <p>Strategy's Expected Result/Impact: 100% of the GT students will be taught by HQ/GT certified teachers. GT teachers training certificates will be on file. GT and College Board training certificates will also be on file with the district.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, campus principals, and GT teachers.</p> <p>Title I: 2.5</p> <p>Funding Sources: Professional Development - Gifted and Talented - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All new Pre-AP, and GT teachers will complete their 30 hours of staff development training by the end of the first semester. AP teachers will receive their 30 hours by attending a College Board training.</p> <p>Strategy's Expected Result/Impact: 100% of the GT students will be taught by certified GT certified teachers.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Principals, and G/T, PreAP, AP teachers.</p> <p>Title I: 2.5</p> <p>Funding Sources: College Board Training - Local Funds - \$3,200</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Through a shared service arrangement with Region V, ESL teachers and paraprofessionals, will attend ongoing professional development training.</p> <p>Strategy's Expected Result/Impact: 100% of the ESL students will be taught by HQ/ESL certified teachers and qualified paraprofessionals.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Principals, ESL teachers and paraprofessionals.</p> <p>Title I: 2.5</p> <p>Funding Sources: Professional Development - Title III - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June






Strategy 7 Details	Reviews			
<p>Strategy 7: Title I, Part A school-wide campuses will continue to have all teachers that are state certified. Strategy's Expected Result/Impact: 100% core academic classes taught by content certified teachers, 100% paraprofessional with instructional duties will meet federal and state requirements. TExES tests and SBEC certification(s). Staff Responsible for Monitoring: Assistant Superintendent and Principals.</p> <p>Title I: 2.5 Funding Sources: Professional Development - Title I Funds - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: All faculty and staff will attend the following training: early intervention for students with reading difficulties; Child Find requirement; the dyslexia and Section 504 process. Strategy's Expected Result/Impact: Sign-in sheet. Staff Responsible for Monitoring: Assistant Superintendent, Director of Special Programs, Campus dyslexia specialist.</p> <p>Title I: 2.5 Funding Sources: Professional Development - Local Funds - \$500, Professional Development - Special Education - \$800</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: All faculty and staff will participate in the following compliance training: Bullying Prevention; Legal Issues: Sexual Harassment; FERPA/copyright laws; Legal Issues: 504, Texas Educator Code of Ethics; Blood Pathogens; Let's Talk About It: Child Abuse, Sexual Abuse, and Other Maltreatment of Children; Suicide Prevention: Don't Keep It a Secret; and Child Find. Strategy's Expected Result/Impact: A Region 10 certificate will be issued upon the completion of each topic. Staff Responsible for Monitoring: Principals and Assistant Superintendent.</p> <p>Title I: 2.5 Funding Sources: Region 10 Compliance Training - Local Funds - \$700</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Principals will develop leadership skills by attending TEPSA, TASA and TASSP. Data disaggregation, compliance modules, and ongoing administrative strategy session with take place throughout the school year.</p> <p>Strategy's Expected Result/Impact: Leaderships skills be evaluation throughout T-PESS and increased student STAAR scores.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Title I: 2.5</p> <p>Funding Sources: - Local Funds - \$30,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: The percentage of graduates that meet the criteria for CCMR will increase from 69% to 77% by August 2024.

Performance Objective 1: Work with high school principals, counselors and CTE Coordinator to increase the number of Industry Based Certifications.





Evaluation Data Sources: State Accountability Data
PEIMS Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to monitor the Industry Based Certification list from TEA to ensure we have certifications to match our CTE programs.</p> <p>Strategy's Expected Result/Impact: Increase the number of Industry Based Certifications.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, CTE Director, Principal, and CTE teachers.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A CTE Stakeholder Committee will be formed and meet twice a year.</p> <p>Strategy's Expected Result/Impact: Increase community involvement and voice for the CTE program.</p> <p>Staff Responsible for Monitoring: CTE Director, CTE coordinator and principal.</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: The percentage of graduates that meet the criteria for CCMR will increase from 69% to 77% by August 2024.

Performance Objective 2: 100% of the CCMR coding will be correct for submission to TEA.

Evaluation Data Sources: State Accountability Data
PEIMS Reports





Strategy 1 Details	Reviews			
Strategy 1: Principals and counselors will double check and sign off that all coding is correct before submission. Strategy's Expected Result/Impact: 100% Staff Responsible for Monitoring: Principal, counselors, registrars, and PEIMS Coordinator	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The district will continue the process of planning and implementing House Bill 3: Teacher Incentive Allotment.

Performance Objective 1: 100% of school board members will receive training from Region 5 about TIA.

HB3 Goal

Evaluation Data Sources: Sign in sheets
Continuing Education Hours





Strategy 1 Details	Reviews			
Strategy 1: Dr. Byron Terrier will provide board training over TIA. Strategy's Expected Result/Impact: 100% of school board members will be trained over TIA. Staff Responsible for Monitoring: Superintendent Assistant Superintendent	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The district will continue the process of planning and implementing House Bill 3: Teacher Incentive Allotment.

Performance Objective 2: Hire and consult with Kreuz Consulting to assist in stakeholder meetings and writing and submitting TIA plan to TEA for further teacher approval for TIA.

HB3 Goal

Evaluation Data Sources: Contract for Kreuz Consulting, Sign in Sheets, and TIA Plan





Strategy 1 Details	Reviews			
<p>Strategy 1: Contact Tammy Kreuz with Kreuz Consulting to set TIA meetings.</p> <p>Strategy's Expected Result/Impact: Kreuz Consulting will provide services in order to complete the process of the Teacher Incentive Allotment.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: 100% of teachers Kindergarten through 3rd grade will be trained in the Reading Academies according to House Bill 3 (HB 3) by June 2024.

Performance Objective 1: Training through the Reading Academy modules will take place throughout each year.

HB3 Goal





Evaluation Data Sources: Sign in Sheets
Certificate of Completion for each teacher

Strategy 1 Details	Reviews			
<p>Strategy 1: All remaining teachers and administrators from Sour Lake Elementary and China Elementary will finish the Reading Academy 2022-20223 school year.</p> <p>Strategy's Expected Result/Impact: All teachers and administrators will complete the training.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent and principals.</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7: By June 2023, the district will have a Texas Comprehensive Counseling Plan in place according to SB 179.

Performance Objective 1: The district will create a District Counseling Advisory Committee.





Evaluation Data Sources: List of members

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will create an advisory committee consisting of HJISD stakeholders and will meet twice through the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: The committee will have required meetings this school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7: By June 2023, the district will have a Texas Comprehensive Counseling Plan in place according to SB 179.

Performance Objective 2: Counselors work with students concerning Social Emotional Learning.

Evaluation Data Sources: Spreadsheet student data and lesson plans with our Social Emotional Learning program.


Strategy 1 Details	Reviews			
<p>Strategy 1: The district will continue to purchase 7 Mindsets, a social emotional learning program.</p> <p>Strategy's Expected Result/Impact: Students will receive social emotional learning lessons.</p> <p>Staff Responsible for Monitoring: Principals and counselors</p> <p>Funding Sources: - ESSER III - \$28,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Goal 8: By June 2024, the district will work to close the achievement gap and makeup for learning loss during the COVID-19 pandemic.


Performance Objective 1: The district will employ Response to Intervention Teachers on each campus and an English teacher at the high school to reduce class size in that department using ESSER III funds.


Evaluation Data Sources: Hiring of teachers

Strategy 1 Details	Reviews			
<p>Strategy 1: Employ RTI teachers in reading and math for the elementary and middle school campus. Employ a RTI math teacher and an English teacher to reduce class size at the high school.</p> <p>Strategy's Expected Result/Impact: Close the achievement gap and remediate students who failed one or more section of the STAAR/EOC test according to HB 4545.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6, 4.2</p> <p>Funding Sources: Teachers - ESSER III - \$428,250.48</p>	Formative			Summative
	Nov	Feb	Apr	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

Goal 9: By June 2023, all Title 1 requirements will be completed as directed by TEA.

Performance Objective 1: Sour Lake Elementary and China Elementary will conduct Title 1 and Dyslexia Parent Meetings.






Evaluation Data Sources: Sign in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Sour Lake Elementary and China Elementary will hold Title 1 meetings at two different dates and times. One meeting will be in person and one meeting will be at another scheduled time or virtual.</p> <p>Strategy's Expected Result/Impact: All stakeholders will participate in the meetings.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent and Family Engagement Policy will be distributed by Sour Lake Elementary and China Elementary to all parents.</p> <p>Strategy's Expected Result/Impact: All parents will receive a copy of the Parent and Family Engagement Policy in Title 1 schools.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 10: By August 2023, the district will have certified ESL teachers for every Emergent Bilingual student.

Performance Objective 1: At least one of the teachers for an Emergent Bilingual student will be ESL certified.

Evaluation Data Sources: ESL Certifications and schedules

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be encouraged to obtain their ESL certifications. Strategy's Expected Result/Impact: ESL Certified Teachers Staff Responsible for Monitoring: Human Resources Director, Assistant Superintendent, and Principals.	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 9.5

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brittany Granger	Comp Ed. Math	1
Carol Hargraves	Comp Ed Math Teacher	1
Cassie Willman	Second Grade Reading	1
Ebonique Veal	Teacher	1
Hillary Cabeen	Teacher	1
Jaime Jordan	Teacher	1
Mike Miller	Instructional Assistant	0.5
Nicole Hunt	Teacher	1
Sheila Weston	Reading Teacher	1
Tara Robinson	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crystal Bailey	China Elementary Teacher	3rd Grade Teacher	1
Mallory Browning	SLE Teacher	Kindergarten	1
Sara Lewis	SLE Teacher	2nd Grade Teacher	1
Wendy Shiff	China Elementary Teacher	4th Grade Teacher	1

Plan Notes

The 2021-2022 District Plan has been reviewed and updated October 2021. The plan is scheduled to be reviewed by the District Leadership Committee on October 13, 2021. The district administrative team will review the district and campus plans at the end of the first nine weeks. The District Curriculum Committee, Technology Committee, and SHAC will review the plans at the November meeting.

- SPED student performance indicator is low in writing and science. Instructional strategies must be modified or be implemented in order to improve SPED STAAR scores.
- As the ARD committee discusses a student's IEP, student assessment/benchmark data must be reviewed. SPED students should be exposed to the same grade-level content as general education students.
- Teachers should use a variety of instructional methods to deliver student instruction. Such as: computer-based instructional instruction, individualized instruction, and group instruction to name a few.
- Student progress must be monitored through benchmark and locally generated assessments. Student assessment data will be used to adjust the instructional strategies needed for student comprehension and success.
- The campus principal oversees student data. Student assessment data is disaggregated by the classroom teacher and reviewed by the following: Section 504, SPED, ELL, and RTI intervention groups. Data will be reviewed with the teacher and support staff.

District Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Professional Development		\$1,800.00
3	1	2	Professional Development		\$8,000.00
3	1	6	Teacher Certification		\$2,000.00
3	2	1	Title funds have been allocated in previous performance objectives.		\$10,000.00
3	2	3	Teacher Certifications		\$1,800.00
3	2	5	College Board Training		\$3,200.00
3	2	8	Professional Development		\$500.00
3	2	9	Region 10 Compliance Training		\$700.00
3	2	10			\$30,000.00
Sub-Total					\$58,000.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Professional Development		\$1,400.00
3	1	2	Professional Development		\$1,400.00
3	2	7	Professional Development		\$6,000.00
Sub-Total					\$8,800.00
Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Professional Development		\$14,000.00
3	1	5	Professional Development		\$4,000.00
3	1	7	Professional Development		\$5,000.00
Sub-Total					\$23,000.00
Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	4	Professional Development		\$500.00
Sub-Total					\$500.00

Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	8	Professional Development		\$800.00
Sub-Total					\$800.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	6	Professional Development		\$6,000.00
Sub-Total					\$6,000.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	2	1			\$28,000.00
8	1	1	Teachers		\$428,250.48
Sub-Total					\$456,250.48

Addendums

Hardin-Jefferson Independent School District
Parent and Family Engagement—Mission Statement

The mission of Hardin-Jefferson Independent School District (HJISD) is to establish a collaborative partnership between students, parents, teachers, staff, and administrators dedicated to the academic achievement and success of every student.

Parent and family engagement is a critical element that influences the academic achievement of our students. HJISD believes that a child’s education is a result of the combined efforts of the parent, the family, the student, and the school. When parents and families actively participate in their child’s education, kids are more successful in school.

Hardin-Jefferson Independent School District
Parent and Family Engagement Policy

I. GENERAL EXPECTATIONS

It is the goal of the Hardin-Jefferson Independent School District (HJISD) to have Title I, Part A, campuses and parents working as partners to increase student achievement and development. HJISD agrees to implement the following statutory requirement:

- HJISD will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A, programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with Section 1118, HJISD will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.
- HJISD will incorporate the district-wide parent and family engagement policy into its LEA plan, developed under Section 1112 of the ESEA.
- In carrying out the Title I, Part A, parent involvement requirements, to the extent practicable, HJISD and its schools will provide full opportunities for the participation of the parents with limited English proficiency, parent with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language understandable.
- If the HJISD plan for the Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- HJISD will involve the parents of children served in a Title I, Part A, schools in decisions about how 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- HJISD will be governed by the following statutory definition of parent involvement, and expects that its Title I, Part A school will carry out programs, activities and procedures in accordance with this definition:

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student’s academic learning and other school activities, including ensuring—

- 1. that parents play an integral role in assisting their child’s learning;*
- 2. that parents are encouraged to be actively involved in their child’s education;*
- 3. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.*

II. HOW HJISD WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT COMPONENTS

- HJISD will take the steps necessary to involve parents in the joint development of the district-wide parent involvement plan under Section 1112 of the ESEA by recruiting parents for the district leadership committee, conduct a needs assessment, review campus policies yearly, and hold regular meetings.
- HJISD will involve parents in the process of school review and improvement under Section 1116 of the ESEA by annually holding schools accountable for review campus progress and annually report Title I, Part A, TAPR report to the school board.
- HJISD will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
- HJISD will coordinate and integrate parental involvement strategies in Title I, Part A with involvement strategies and ensure parents have access to the following information: HJISD District Improvement Plan, School-Parent Compact, School Choice Information, and Parent Involvement Newsletter. All Title I, Part A, information has been posted to the district website.
- HJISD will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies.
- HJISD will build the schools' and parent's capacity for strong parental and family involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 1. HJISD will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A;
 - how to monitor their child's progress, and
 - how to work with educators.
 2. HJISD will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental and family engagement, by inviting parents to school activities and parent trainings.
 3. HJISD will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by attending campus meetings that will be under the direction of the campus Principal.
 4. HJISD will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Early Childhood and Pre-Kindergarten Programs to encourage and support parents in more fully participating in the education of their children. There will be coordinated program discussion under the direction of the campus Principal.

5. HJISD will take actions to ensure that information related to the school and parent-programs, meetings and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Title I, Part A, Parent and Family Engagement newsletter will be posted on the district webpage in Spanish and English.

If you have any questions or concerns regarding the Title I, Part A, program at Sour Lake Elementary or China Elementary School, please contact your child's campus principal or Dru Ann Mushlian, Assistant Superintendent, at 409-981-6400.

III. DISCRETIONARY DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

Parent and Family Engagement Policy includes discretionary activities that the school district, in consultation with our parents, choose to undertake to build parents' and families' capacity for involvement in the school and the school system. Discretionary district wide Parent and Family Engagement Policy components support their children's academic achievement, such as the following discretionary activities listed under Section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; [Section 1116(e)(14)]
- Training parents to enhance the involvement of other parents;
- Arranging meetings at a variety of times; arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education. [Section 1116(c)(1)]
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

Parents' Right to Know

As a full partner in your child's education, parents have the rights that are governed by Texas Code and Hardin-Jefferson ISD policy.

At the beginning of the school year, HJISD must notify parents of each student attending a Title I, Part A, campus that the district will provide a parent, upon request and in a timely manner, information regarding the professional qualifications of the student's classroom teacher, including at a minimum the following:

- Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or other provisional status through which state qualifications or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

Parent Notification

A campus that receives Title I, Part A, funds must provide to each individual parent:

- Information on their child's level of achievement in each of the state's academic assessment (STAAR) as required under Title I, Part A; and
- Timely notice that a parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>