

# Hooks Independent School District

## District Improvement Plan

### 2021/2022



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Date Reviewed:

DMAC Solutions ®

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## **Vision Statement**

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

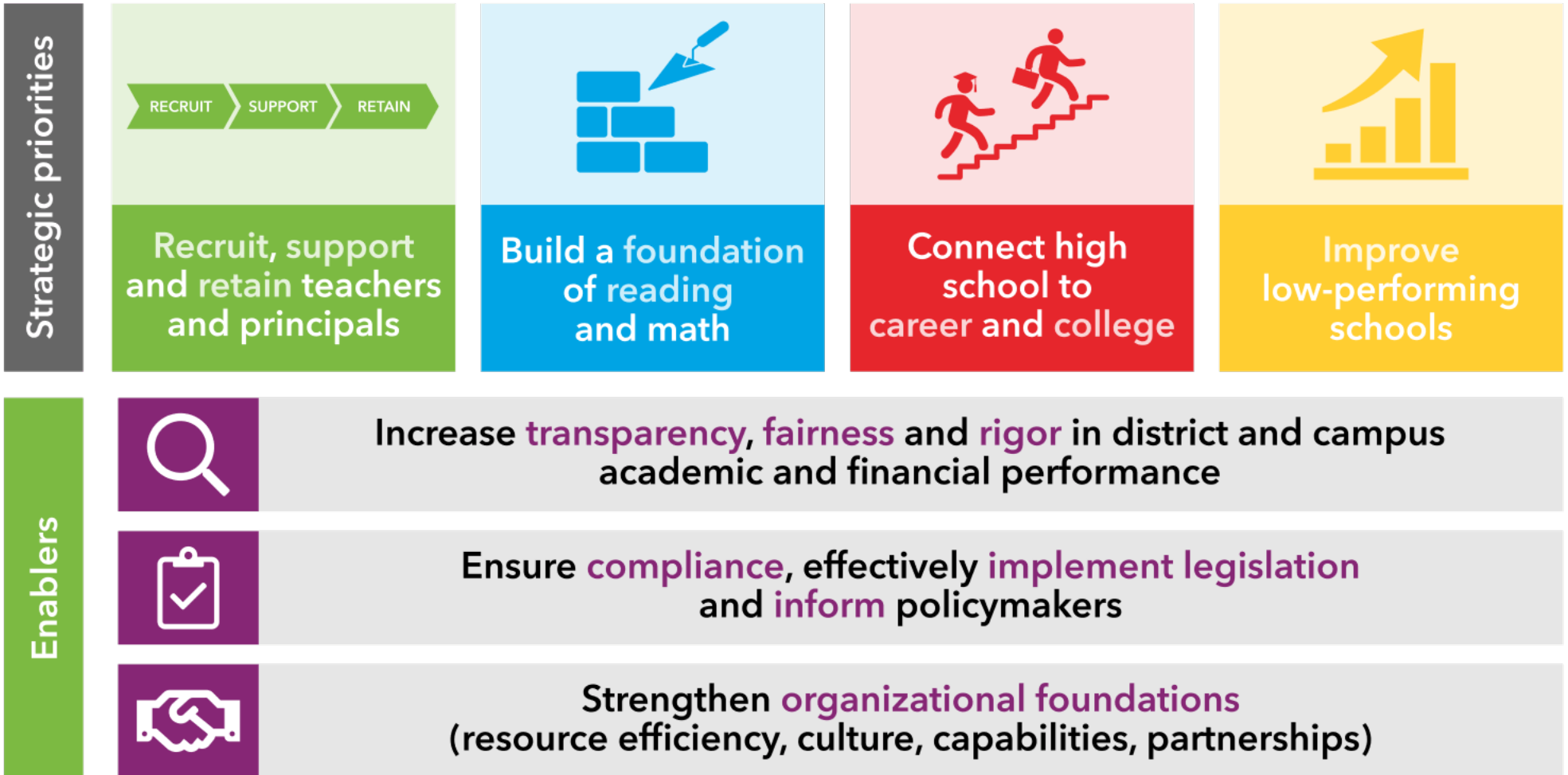
## **Mission Statement**

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

## **Belief Statements**

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

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



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



## **Hooks ISD Comprehensive Needs Assessment**

### **School Profile**

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

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

Each Campus offers a challenging curriculum that meets or exceeds the requirements of the Texas Education Agency. District wide programs include specialized instruction for ESL, Gifted & Talented, and Dyslexia students.

The elementary school has an active Service-Learning program, academic UIL teams, and the After School Centers for Education (ACE) program.

The junior high campus also has an active boys' and girls' athletic program, art classes, Robotics, UIL academic competitions, a number of academic clubs, a band program, and the After School Centers for Education (ACE) program. Last school year, we are added an Introduction to Agriculture class which will allow students to learn about future agriculture programs at the high school level, while also earning a high school credit. We were the first district in our area to start this program. We also offered an E-Sports program, the first in our area to do so.

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

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

**Hooks ISD Enrollment as of September 21, 2021**

| Enrollment by Ethnicity:  |     |        |
|---------------------------|-----|--------|
| Hispanic                  | 81  | 9.28%  |
| American Indian/Alaskan   | 1   | .11%   |
| Asian                     | 2   | .23%   |
| African American          | 99  | 11.34% |
| Hawaiian/Pacific Islander | 3   | .34%   |
| White                     | 601 | 68.85% |
| Two or More               | 86  | 9.85%  |
| Total District Enrollment | 873 | 100%   |

## **Student Achievement**

Fundamental academic skills are essential for student success and high standards should be held for academic achievement in all subject areas. It is the belief of Hooks ISD that we must challenge and motivate each student to achieve at the highest level possible. All children are capable of learning; therefore, Hooks ISD will employ current, research-based teaching methods and materials to match the learning abilities of all students. Student achievement data comes from reports in the Academic Performance Report, PEIMS, RDA, and State Accountability. We disaggregate our data (with the help of DMAC) by passing rates in subject, grade, and ethnicity and by advanced rates in the same categories. Hooks ISD received an Accountability Letter Grade of B and each of our campuses also received an Accountability Letter Grade of B from the Texas Education Agency (TEA) for the 2018-2019 school year. Accountability ratings for 2020-2021 will be Not Rated label due to lack of available student growth data. Data from STAAR/EOC testing was conducted this Spring and results were shared by TEA. This data has helped us identify specific areas of immediate need and additional data from the state is expected in August 2021. This data will provide us more specific information on academic achievement for subpopulations and special learners. We have been able to compare district STAAR/EOC scores with those from the state and overall, our students performed above the state average in every area except 5<sup>th</sup> grade math. High School EOC results showed significant growth for English I and II, areas that have typically been lower in the past. The district will be working diligently at every campus in ensuring progress is made toward reaching the highest achievement levels.

Following many months of disrupted learning has left many of our students significantly behind academically. To mitigate this disadvantage, the district has added additional certified teachers as interventionist at the elementary and junior high campuses and an additional counselor to address social/emotional needs at the high school level. Specific academic materials have been identified and purchased to help accelerate learning for our students. Master schedules have been examined and adjusted to maximize learning time and programs evaluated and streamlined to create consistency from one grade to the next.

According to surveys, 70% of parents feel their child is able to get help from teachers at school, down from 96% last school year, which is not surprising due to the challenges of remote learning to students, parents and staff. We will be working this school year to raise that percentage above 90%. 80% of parents and 92% of teachers feel the school is doing a good job teaching the basics such as English, Reading, Math, Science and Social Studies. 87% of parents report that their child is encouraged to be responsible and successful and that their child is safe at school while 94% of students say they are able to get help from their teacher when needed. The district is continuing to work on improving communication to parents about their child's progress (66%) and posting grades to the online gradebook promptly (54%).

**2019 STAAR/EOC  
FINAL PERCENTAGES FOR ACCOUNTABILITY**

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

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

## **Curriculum, Instruction, Assessment**

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

The needs assessment for curriculum and instruction includes review of the district curriculum, methods of delivery as well as monitoring efforts to determine effective implementation.

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

Hooks ISD has made a commitment to providing relevant professional development for all teachers, promoting lifelong learners and a desire to pass that learning on to our students. To provide teachers with opportunities for instructional planning, the district developed an instructional calendar that included thirteen professional development days placed strategically throughout the school year. Hooks ISD data continues to show a need in the areas of critical thinking, mathematics, science and short-answer writing responses. For the 2021- 2022 school year, the district will place a focus on continuing to deepen teachers' knowledge of a variety of delivery modes while beginning to strengthen and deepen levels of content expertise. We will also be focusing on successful RtI programs at each campus, improving instruction for special populations, and delivering high quality instruction to all students. It is our belief at Hooks ISD that we continue to provide our teachers with quality planning time to produce high impact lessons for all students, which in turn, will result in increased student achievement.



## **Staff Quality, Recruitment, and Retention**

We believe at Hooks ISD that a positive overall district climate helps contribute to high retention rate of teachers and staff. We believe we must be proactive in recruiting and retaining high quality teachers. We will continue to train and hold accountable all Hooks ISD staff to ensure the fulfillment of the Hooks ISD's vision and mission. We are committed to hiring staff that are certified for the subjects they teach and for the 2020-2021. Hooks ISD will participate in various job fairs in the spring of 2021 with the hopes of attracting additional high quality teachers to our district and to promote the areas that make Hooks ISD a special place to work such as small class sizes, a sense of community and high parent involvement rates. We will also continue to offer competitive salaries and benefits to compete with the local industry.

## **School Culture**

Hooks ISD continues to promote awareness, respect, appreciation, and understanding of all. Family and community surveys show that 77% believe our district staff treats their child with respect and 71% say that it is easy for them to talk to their child's principal. 68% of parents feel problems at school are handled promptly and 70% feel that disciplinary actions are fair and related to the rules.

93% of staff report that it is easy for them to talk to their campus principal and 87% report that problems at their school are handled promptly. 83% feel that discipline is fair and related to the rules. Staff also feel that they are willing to listen to parents and make them feel welcome at the school.

The 2020-2021 school year brought a higher level of uncertainty for staff, students and our families due to the COVID-19 pandemic. While we believe the worst of the pandemic has passed, we will continue to address the concerns of all stakeholders who attend and enter our campuses. Many of the lessons learned throughout the pandemic will continue to help protect us while allowing students and staff to return to a feeling of normalcy.

Campus drill protocols have been developed and drills are routinely conducted. District safety audits are done each year and discussed with campus administrators. Campus safety procedures are always a priority and evaluated on an ongoing basis. Public access to all campuses is limited to the front entrance of each campus and open access areas are being fenced. Bullying prevention is also an area we continue to improve on and have added an anonymous online reporting system to make it easier for threats to be reported and investigated. Each campus emphasizes the importance of kindness and has character education programs. Overall, 84% of parents, 81% of students and 100% of staff are satisfied with Hooks ISD.

## **Organizational Structure and Processes**

Central office staff accommodates the overall staffing and financial needs of the campuses as funds are available. Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student need. Additional instructional periods are offered for low-performing students. Teachers have the opportunity to meet at least three times a year to work on vertical alignment and resource calibration, data disaggregation as well as developing assessments that will drive classroom instruction. Teachers serve on decision-making committees, and the district central office has an open door policy concerning ideas and opinions. Our number of transfers from other districts speaks of the confidence in our school in our area. A climate of high expectations, including the belief that all students can learn, is reinforced at all levels.

## **Family and Community Engagement**

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

Parental and community engagement continue to be areas of focus for the district. Parental involvement continues to grow throughout the district as parents/guardians are invited to attend many events. 49% of parents feel they encouraged to participate in school activities and 69% report they are kept well informed about school activities. Areas we believe will improve as we are able this year to resume normal campus activities. Campuses hold many events for families to attend each year such as Meet the Teacher, Open House, Report Card Pick Up, Senior Parent Nights for college and career preparation, the STEAM Expo, Science Fairs, Grandparents Day, Dyslexia Family Night and many other family activities.

Hooks ISD also has many thriving extracurricular activities such as sports, band, theatre and Ag. The ACE Program hosts a family event each month and also offers programs directly to parents of participants. The Veterans Day program is well-attended by local veterans, families and community members and the district hosts a monthly Senior Citizens Luncheon for members of the community. The School Health Advisory Committee is active and plans relevant programs for students and community such as the Community Health Fair and events to promote wellness and healthy nutrition throughout the school year. Each campus also has an active parent or sports booster club that encourages family participation. The district takes multiple steps to effectively communicate with families and the community. 80% of parents report the district's Skyward email system, Facebook Page, district webpage and text notifications through Remind provide timely, useful information to them and parents also have access to their student's grades via the Skyward online portal. 75% report they check their child's grades regularly.

## **Technology**

As educational demands continue to evolve, Hooks Independent School District strives to ensure that students and staff have access to relevant technology. We will continue to expand and integrate technology into every aspect of the student academic experience to accomplish the Hooks ISD vision and mission. 78% of parents and 63% of teachers feel their school is well equipped with current technology resources. Technology was particularly challenging with the requirements of remote learning, however, many of our teachers have maintained many of the practices and technology tools they learned even after the end of remote instruction. Hooks ISD will maintain an accurate and effective technology inventory system, which will guide budgeting proposals. This system will help determine annual needs. We will continue to maintain a sound and secure technology infrastructure, which will continue to supplement classroom instruction and support business operations. Infrastructure upgrades are primarily completed, ensuring that every campus has access to fast and reliable internet. This has allowed the district to participate in the purchase of technology devices from the state which will be used to expand the integration of classroom technology at all grade levels.

WORKSHEET FOR DISTRICT AND CAMPUS IMPROVEMENT PLANS 2021-2022

| <u>COST</u>              | <u>FTE'S</u> | <u>HIGH SCHOOL</u> | <u>FTE'S</u> | <u>JUNIOR HIGH</u> | <u>FTE'S</u> | <u>ELEMENTARY</u> | <u>FTE'S</u> | <u>DISTRICT</u> |
|--------------------------|--------------|--------------------|--------------|--------------------|--------------|-------------------|--------------|-----------------|
| PIC 30                   |              |                    |              |                    |              |                   |              |                 |
| Teacher Salaries         | 1            | \$ 61,000          | 1.76         | \$ 113,000         | 0            | \$ -              | 2.76         | \$ 174,000      |
| Aide Salaries            | 2.09         | \$ 26,000          | 0            | \$ -               | 1            | \$ 21,000         | 3.09         | \$ 47,000       |
| Supplies Software        |              | \$ 14,000          |              | \$ 26,000          |              | \$ 14,000         |              | \$ 54,000       |
| Supplies General         |              | \$ 1,000           |              | \$ 500             |              | \$ 3,000          |              | \$ 4,500        |
| Other (Travel)           |              | \$ 500             |              | \$ 2,000           |              | \$ 500            |              | \$ 3,000        |
| Total PIC 30             |              | \$ 102,500         |              | \$ 141,500         |              | \$ 38,500         |              | \$ 282,500      |
| PIC 24                   |              |                    |              |                    |              |                   |              |                 |
| Teacher Salaries         | 0.25         | \$ 13,000          |              |                    |              |                   | 0.25         | \$ 13,000       |
| PIC 28                   |              |                    |              |                    |              |                   |              |                 |
| Other Alternative School |              | \$ 30,000          |              | \$ 19,000          |              | \$ 1,000          |              | \$ 50,000       |
| PIC 34                   |              |                    |              |                    |              |                   |              |                 |
| Teacher Salaries Pre-k   |              |                    |              |                    | 0.5          | \$ 28,000         | 0.5          | \$ 28,000       |
| Aides Salaries Pre-k     |              |                    |              |                    | 1            | \$ 22,000         | 1            | \$ 22,000       |
| Supplies                 |              |                    |              |                    |              | \$ 1,000          |              | \$ 1,000        |
| Contracted Services      |              |                    |              |                    |              | \$ 100            |              | \$ 100          |
| Total PIC 34             |              |                    |              |                    |              | \$ 51,100         |              | \$ 51,100       |
| Grand Total              |              | \$ 145,500         |              | \$ 160,500         |              | \$ 90,600         |              | \$ 396,600      |

# Hooks ISD

## Federal, State and Local Funding Sources 2021-2022

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

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

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

| Federal Program/Funding Source                                       |           |
|--|-----------|
| Title I, Part A  | \$250,034 |
| Title II, Part A   | \$37,027  |
| Title IV, Part A   | \$18,848  |
| Title IV, Part B 21 <sup>st</sup> Century Community Learning Centers | \$628,616 |
| National School Lunch and Breakfast Program                          | \$375,000 |
| Child and Adult Care Food Program (Supper)                           | \$80,000  |
| Apprenticeship Grant Dislocated Workers                              | \$9,000   |
| ESSER II   | \$250,000 |
| ESSER III  | \$987,000 |
| State Program/Funding Source   |           |
| State Compensatory Education   | \$788,015 |
| Career & Technology  | \$925,574 |
| Early Education  | \$90,361  |
| Special Education  | \$935,998 |
| Bilingual/ESL  | \$15,998  |

|                               |          |
|-------------------------------|----------|
| Dyslexia Allotment            | \$59,752 |
| School Safety Allotment       | \$7,922  |
| Gifted and Talented Allotment | \$17,571 |
| Textbook Fund                 | \$35,000 |
| Apprenticeship Grant          | \$32,000 |
| CCMR                          | \$5,000  |



# Hooks Independent School District

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

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

| Activity/Strategy   | Person(s) Responsible  | Timeline                | Resources      | Evaluation   |
|---|--|-------------------------|----------------|--|
| 1. A comprehensive needs assessment will be conducted by the District Site-Based Committee to identify educational strengths and weaknesses in student achievement, curriculum, instruction and assessment, staff quality, recruitment and retention, school culture and climate, organizational structure and processes, family and community involvement and technology. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2,3,4) | Assistant Superintendent of Instruction                                  | monthly through October | (S)Local Funds | Criteria: Comprehensive Needs Assessment Narrative and alignment with Campus Improvement Plan  |
| 2. The district will foster collaboration of all stakeholders by utilizing surveys for input, comments, and suggestions from parents, staff, and students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)   | Assistant Superintendent of Instruction, Principal(s), Superintendent(s) | Spring Semester         | (S)Local Funds | Criteria: Surveys will be utilized to identify strengths and weaknesses and to provide the district data in regards to overall stakeholder satisfaction.   |
| 3. The district will continue to have District Improvement Committee meetings to help improve the district plan as well as identify district needs. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1)  | Assistant Superintendent of Instruction, Superintendent(s)               | October, January, May   | (S)Local Funds | Criteria: Committee will meet and revise the DIP and copies will be provided to each committee member. A copy will also be posted on the district website. |
| 4. The campus and district administrators will meet each week to discuss campus operations, business and personnel matters, technology, curriculum & instruction, athletics, band, and ACE. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)  | Superintendent(s)  | Weekly                  | (S)Local Funds | Criteria: Sign-in sheets, minutes, and meeting agendas will be used in the district's comprehensive needs assessment.                                      |
| 5. The district will analyze campus instructional leadership surveys for growth areas, and provide campus leaders with professional development focused on individual needs. (Title I SW Elements: 2.4)   | Assistant Superintendent of Instruction, Superintendent(s)               | Spring Semester         | (S)Local Funds | Criteria: Survey results and professional development records of leadership training attended will be used to evaluate professional development needs.     |

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| Activity/Strategy  | Person(s) Responsible  | Timeline                  | Resources                       | Evaluation  |
|--|--|---------------------------|---------------------------------|---|
| (Target Group: All) (Strategic Priorities: 1)  |  |                           |                                 |   |
| 6. The campus and district administrators will promote positive attitudes and present positive role models for students and the district. Staff will follow the Educator Code of Ethics. The district will maintain positive school and community relations. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)  | Assistant Superintendent of Instruction, Principal(s), Superintendent(s), Teacher(s) | Daily                     | (S)Local Funds                  | Criteria: School and community surveys will be evaluated as part of district needs assessment.  |
| 7. The district will continue to provide staff development for teachers and administrators that will include information regarding Skyward, DMAC, Response to Intervention, Gifted and Talented, STAAR/EOC, Special Education, formative and summative assessments, differentiation, cooperative learning, implementation of technology in the classroom, and other research based best practices to meet the identified needs of all student populations. (Title I SW Elements: 2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) | Assistant Superintendent of Instruction, Principal(s)                                | August, January, February | (S)State Compensatory - \$3,000 | Criteria: Documentation will be provided to show evidence of ongoing data driven professional development as it connects to curriculum, instruction, assessment, and campus planning in the form of sign-in sheets, professional development certificates and training evaluations. |
| 8. The district will utilize EduHero to assist in meeting required professional development components including Mental Health, Suicide Prevention and Awareness, Child Abuse Reporting and Bullying. (Title I SW Elements: 2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4)  | Assistant Superintendent of Instruction, Principal(s)                                | August, January, February | (F)Title I, (S)Local Funds      | Criteria: EduHero reports and completion certificates will be utilized to show evidence of professional development as it relates to meeting compliance and campus planning.  |
| 9. All administrators will attend professional development sessions designed to keep them informed with up-to-date information regarding STAAR/EOC testing content, analysis, and state requirements. Administrators will  | Assistant Superintendent of Instruction, Principal(s)                                | August, January, February | (S)Local Funds                  | Criteria: Sign-in sheets and agendas from staff development sessions will be used. Professional development will be evaluated locally by surveys to   |

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

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

| Activity/Strategy   | Person(s) Responsible   | Timeline                 | Resources                  | Evaluation   |
|---|---|--------------------------|----------------------------|--|
| incorporate information into staff development for their campus staff. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)   |   |                          |                            | determine effectiveness of the training.   |
| 10. The district will utilize Region XIII ESC to provide training and support to staff on identified needs and will utilize instructional consultants to improve alignment of the written, taught and tested curriculum. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) | Assistant Principal(s), Assistant Superintendent of Instruction, Principal(s), Teacher(s)             | August                   | (F)Title I, (S)Local Funds | Criteria: Staff Surveys on professional development needs. Student assessment results.<br><br>Staff Surveys on professional development needs. Student assessment results. |
| 11. The district will provide training on Google Classroom and Technology Solutions to support teachers and ensure all students have access to an equitable education. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)   | Assistant Superintendent of Instruction, Instructional Technology Specialist, Technology Support Team | August, October, January | (F)Title I                 | Criteria: Responses from teacher, student and parent feedback on yearly needs assessment surveys.  |

# Hooks Independent School District

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

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

| Activity/Strategy   | Person(s) Responsible  | Timeline        | Resources   | Evaluation  |
|---|--|-----------------|---|---|
| 1. The district will actively recruit, hire and retain highly quality, appropriately certified teachers and paraprofessionals for all classrooms to meet the TEA and ESSA certification requirements. (Title I SW Elements: 2.2) (Target Group: All,AtRisk) (Strategic Priorities: 1)   | Principal(s)   | May, June, July | (F)ESSER II/III, (F)Title I, (S)State Comp FTE - 0.25, (S)State Compensatory - \$13,000 | Criteria: Teachers and paraprofessionals will be evaluated by Equity Data Survey submitted to the Texas Education Agency. |
| 2. We will continually train and hold accountable all Hooks ISD staff to ensure the fulfillment of the Hooks ISD's vision and mission. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,4)   | Assistant Superintendent of Instruction, Department Heads, Principal(s), Superintendent(s)       | Daily           | (S)Local Funds, (S)State Comp FTE - 5.85, (S)State Compensatory - \$221,000             | Criteria: Walk-Through, T-TESS and Student Learning Objective Data will be used to determine progress.                    |
| 3. The district will conduct a new employee orientation. Training will include new core subject area teachers in the components and use of the district curriculum (TEKS Resource System), Skyward Student Access, DMAC and T-TESS Evaluations. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1)  | Assistant Superintendent of Instruction, Principal(s)  | August          | (S)Local Funds  | Criteria: Sign in sheets and documentation of student progress in core subjects areas will be documented.                 |
| 4. The district will continue mentoring programs for first year teachers. Mentors will be trained each year and provided a handbook for reference. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)   | Assistant Superintendent of Instruction, Principal(s)  | Daily           | (S)Local Funds  | Criteria: New staff surveys to determine mentoring program effectiveness and needs.                                       |
| 5. The district will provide support to new teachers by providing the teacher(s)with data from weekly walk-throughs. This data will be used to support the teacher(s)with instructional planning, vertical alignment, research-based instructional strategies, and classroom management. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,4) | Assistant Principal(s), Assistant Superintendent of Instruction, Principal(s), Superintendent(s) | Daily           | (S)Local Funds  | Criteria: Walk-Through reports and data analysis from those reports will be used to evaluate instructional delivery.      |
| 6. The district will continue to recruit and retain staff through a competitive compensation  | Business Manager, Human Resource Coordinator, School   | Spring          | (F)Title II, (F)Title IV, (S)Local Funds  | Criteria: The district will have a sign in sheet at the Texas A&M   |

# Hooks Independent School District

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

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

| Activity/Strategy  | Person(s) Responsible    | Timeline | Resources | Evaluation  |
|--|--------------------------|----------|-----------|---|
| structure. (Title I SW Elements: 1.1,2.1,2.6)<br>(Target Group: All) (Strategic Priorities: 1) | Board, Superintendent(s) |          |           | Texarkana and Region 8 Job Fair and the number of employees hired as a result of attending the job fair. TASB compensation audits will be used to ensure a continued competitive pay structure. |

# Hooks Independent School District

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

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

| Activity/Strategy  | Person(s) Responsible  | Timeline                     | Resources                                | Evaluation  |
|--|--|------------------------------|--|---|
| 1. In maintaining high expectations for all students, Hooks ISD will create structures at ALL levels that maximize the potential of all students through rigorous curriculum and instruction and having appropriate assessments that will drive instruction. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)  | All Staff  | Daily                        | (S)Local Funds                           | Criteria: Student performance in the classroom, district, and state assessments.  |
| 2. The district will assist campuses in disaggregating state assessment data and other assessment data by using the DMAC system in all core subject areas to locate areas in the curriculum that need improvement and assist campuses in developing intervention strategies and/or classes to address those specific needs. (Title I SW Elements: 2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4)      | Assistant Superintendent of Instruction, Principal(s), Teacher(s)                                | January, April, June, August | (S)State Comp FTE, (S)State Compensatory | Criteria: Disaggregated data and instructional plans will be used to determine the program's effectiveness.                                 |
| 3. The district will continue to utilize data driven instructional planning processes on all campuses to align curriculum, instruction, and assessment to prepare for EOC and STAAR testing. This will be done by scheduling meetings for professional learning communities and district and campus vertical alignment meetings. (Title I SW Elements: 2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,3) | Assistant Superintendent of Instruction, Principal(s), Teacher(s)                                | 2 times per semester         | (S)State Compensatory - \$58,500         | Criteria: Meeting minutes and data will be used. Closing the Gaps Accountability measures will also be utilized to determine effectiveness. |
| 4. The district will continue monitoring campus and district level data from walk-throughs to ensure improved instructional delivery and student performance. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)   | Assistant Principal(s), Assistant Superintendent of Instruction, Principal(s), Superintendent(s) | Daily                        | (S)Local Funds                           | Criteria: Walk-Through reports and data analysis from those reports will be used to evaluate instructional delivery.                        |
| 5. The district will identify and monitor business and industry educational  | Assistant Superintendent of Instruction, Counselor(s), CTE                                       | Per semester                 | (S)Local Funds                           | Criteria: CCMR Accountability data and Industry Based   |

# Hooks Independent School District

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

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

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

# Hooks Independent School District

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

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

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



# Hooks Independent School District

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

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

| Activity/Strategy   | Person(s) Responsible  | Timeline      | Resources  | Evaluation   |
|---|--|---------------|--|--|
| education program in order to satisfy ESSA-SPED requirements. (Title I SW Elements: 2.5,2.6) (Target Group: SPED,AtRisk) (Strategic Priorities: 4)  | Diagnostician, Principal(s), Superintendent(s), Teacher(s)                             | June          |  | be used to determine if improvement plan is working in obtaining district goals as well as agendas, sign-in sheets, and minutes.   |
| 7. The district will continue to support and improve dyslexia intervention services at all campuses through certified dyslexia teachers. The students will receive instruction and support through the Take Flight Dyslexia Program. Students will also receive a 504 Plan. (Title I SW Elements: 2.5,2.6) (Target Group: Dys,504) (Strategic Priorities: 2)                          | Assistant Superintendent of Instruction, Dyslexia Specialist, Principal(s), Teacher(s) | Daily         | (F)Title I   | Criteria: Certification records and CALT assessment scores will be kept in employees' personnel file.  |
| 8. The district will continue to monitor progress for all English Language Learners (ELL) and provide follow-up training as needed for teachers working with this diverse group of students. Each campus will have teachers certified as ESL teachers who provide instructional support to these students. (Title I SW Elements: 2.5) (Target Group: LEP) (Strategic Priorities: 2,4) | Assistant Superintendent of Instruction, ELL Coordinator, Principal(s), Teacher(s)     | Every 3 weeks | (F)Title I, (S)Bilingual/ESL                               | Criteria: Students will be evaluated for progress by the following means: Teacher training sign-in sheets, student progress reports, report cards, Renaissance progress monitoring reports, walk-through observations, and TELPAS results. |
| 9. The district will strengthen the academic program by supporting the enrichment and fine arts opportunities at each campus during the instructional school day and also through the After School Centers on Education (ACE) program. (Title I SW Elements: 2.6,3.1,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 3,4)  | ACE Director, ACE Staff, Assistant Superintendent of Instruction, Principal(s)         | Monthly       | (F)After School Centers on Education Grant, (S)Local Funds | Criteria: Documentation of administrators' meetings including sign-in sheets, minutes, and agendas.  |
| 10. The district will continue to offer a Prekindergarten program for eligible children   | Assistant Superintendent of Instruction, Principal(s),                                 | Yearly        | (S)State Comp FTE - 1.5, (S)State Compensatory -           | Criteria: Provide evidence of monitoring and documentation of  |

# Hooks Independent School District

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

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

| Activity/Strategy   | Person(s) Responsible  | Timeline             | Resources                  | Evaluation   |
|---|--|----------------------|----------------------------|--|
| that is focused on raising the academic achievement of those children once they reach school age and will aide in their transition to Kindergarten. (Title I SW Elements: 2.5,2.6,3.1) (Target Group: PRE K) (Strategic Priorities: 2,4)  | Superintendent(s)  |                      | \$51,100                   | the transition process.  |
| 11. All core content teachers will be involved in Department and Rtl Meetings that meet regularly to plan for student engagement, differentiation and research based instructional strategies. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 4)               | Assistant Superintendent of Instruction, Principal(s)                | 2 times per semester | (S)Local Funds             | Criteria: Sign-in sheets,Agendas, and Minutes from meetings                                      |
| 12. The district will provide ARD and 504 Meeting training on how to correctly conduct meetings to principals. (Title I SW Elements: 1.1) (Target Group: SPED,504) (Strategic Priorities: 1)  | Assistant Superintendent of Instruction, Superintendent(s)           | Once a year          | (S)Local Funds             | Criteria: Sign in sheets will be used to document training.                                      |
| 13. The district will create master schedules at each campus that allow for additional instructional time for students At Risk. (Title I SW Elements: 1.1,2.2) (Target Group: AtRisk) (Strategic Priorities: 4)   | Counselor(s), Principal(s)   | July                 | (S)Local Funds             | Criteria: Master Schedules will be evaluated for effectiveness every summer.                     |
| 14. The district will train intervention and special education teachers in the Reading By Design program to provide ongoing support to students identified with Dyslexia or reading difficulties. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: AtRisk,Dys) (Strategic Priorities: 2) | 504 Committee, Assistant Superintendent of Instruction, Principal(s) | Every 6 weeks        | (F)Title I, (S)Local Funds | Criteria: Student report cards.  |
| 15. The district will ensure sufficient staff are dedicated to provide both academic accelerated instruction and meet students social and emotional needs resulting from the COVID-19 pandemic. (Title I SW Elements: 1.1,2.6) (Strategic Priorities: 4)                                  | Assistant Superintendent of Instruction, Principal(s)                | Once a Year          | (F)ESSER II/III            | Criteria: Effectiveness of positions will be based on student progress and counseling referrals. |

# Hooks Independent School District

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

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

| Activity/Strategy   | Person(s) Responsible   | Timeline           | Resources  | Evaluation  |
|---|---|--------------------|--|---|
| 1. Hooks ISD will invest in staff by providing professional development to enable teachers to facilitate student use of the latest technology. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)   | Assistant Superintendent of Instruction, Director of Technology, Principal(s) | Weekly             | (S)Local Funds   | Criteria: Evaluation will include district sign-in sheets and training evaluations will document the effectiveness of the training. |
| 2. Hooks ISD staff will design learning experiences which seamlessly integrate technology into the curriculum. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4)   | Assistant Superintendent of Instruction, Principal(s), Teacher(s)             | Daily              | (S)Local Funds   | Criteria: Lesson Plans and Student Artifacts  |
| 3. Hooks ISD will structure student-driven learning that integrates technology to provide students with competencies to be successful in a global society. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)   | Assistant Superintendent of Instruction, Principal(s), Teacher(s)             | Daily              | (S)Local Funds   | Criteria: Student Surveys and Artifacts   |
| 4. The district will continue to provide a wide variety of technology products for use in classrooms and labs at each campus. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)  | Director of Technology, Instructional Technology Specialist                   | June, July, August | (F)After School Centers on Education Grant, (S)Local Funds | Criteria: Technology survey will be used to determine the technology needs.   |
| 5. The district will continue to keep the campus computer labs up-to-date in order for students to have access to online courses for the recapture of high school credits, remediation, and enrichment activities. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3,4) | Director of Technology, Principal(s), Technology Support Team                 | Daily              | (S)Local Funds   | Criteria: Support system documentation will be used to determine the needs of the computer labs at the campuses.                    |
| 6. The district will continue to renew contract service agreements in order to have repairs and maintenance done on various technology and copiers. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)  | Director of Technology  | Monthly            | (S)Local Funds   | Criteria: The contract service agreement will be documentation used to determine the technology and copier repairs.                 |
| 7. The district will upgrade the technology   | Director of Technology,   | Spring, Summer     | (S)Local Funds   | Criteria: Completion of cable and   |

# Hooks Independent School District

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

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

| Activity/Strategy  | Person(s) Responsible   | Timeline              | Resources      | Evaluation  |
|--|---|-----------------------|----------------|---|
| infrastructure to obtain maximum bandwidth at every campus making it possible to connect more devices at each campus. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)   | Superintendent(s)   |                       |                | improved connectivity at the junior high campus.  |
| 8. The district will implement best practices in chromebook/iPad usage at all grade levels. On going professional development and modeling will be provided to support effective classroom practices that positively impact academic performance. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3,4) | Assistant Superintendent of Instruction, Director of Technology, Instructional Technology Specialist, Technology Support Team | September to November | (S)Local Funds | Criteria: Staff, parent and student surveys on ability to participate successfully in remote instruction will be utilized.      |
| 9. The district will purchase hot spots for internet access and instructional software to ensure equitable access to all students. (Title I SW Elements: 2.2,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2)   | Assistant Superintendent of Instruction, Director of Technology, Instructional Technology Specialist                          | September - October   | (S)Local Funds | Criteria: Effectiveness will be evaluated on the number of students being successful while participating in remote instruction. |

# Hooks Independent School District

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

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

| Activity/Strategy   | Person(s) Responsible   | Timeline      | Resources                        | Evaluation   |
|---|---|---------------|----------------------------------|--|
| 1. The district will continue to monitor its Emergency Operations Plan and provide training to district personnel on the updated procedures outlined. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 4)  | Operations Director, Superintendent(s)  | March 2017    | (S)Local Funds                   | Criteria: Sign-in sheets and training materials will be used to determine the effectiveness of the emergency training. |
| 2. The district will continue to provide Handle with Care (HWC), the ALICE active shooter training and Standard Response Protocol training on each campus. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)   | Assistant Superintendent of Instruction, Principal(s), SRO Officer                | January       | (S)Local Funds                   | Criteria: Training will be documented through sign-in sheets and training evaluations.                                 |
| 3. The district will continue to provide Bully Prevention training, CPR, Blood Born Pathogens, At- Risk Prevention , Sexual Abuse Prevention, Child Abuse Reporting , and any other trainings that relate to student and staff safety and security needs. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1,4)  | Assistant Superintendent of Instruction, Counselor(s), Principal(s), School Nurse | Fall semester | (S)Local Funds                   | Criteria: Training will be documented through sign-in sheets and training evaluations.                                 |
| 4. The district will continue to use Positive Behavior Intervention Supports and provide training to all staff in how to monitor student behavior and develop appropriate interventions to target specific behaviors. PBIS will be utilized to help reduce Significant Disproportionately among minority students. (Title I SW Elements: 2.6) (Target Group: All,AA,SPED) (Strategic Priorities: 4) | Assistant Superintendent of Instruction, Region VIII ESC                          | August        | (S)Local Funds                   | Criteria: Training will be documented through sign-in sheets and training evaluations.                                 |
| 5. The district will provide a Disciplinary Alternative Education Program (DAEP) for students who violate the Student Code of Conduct. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 1,4)  | Principal(s)  | Monthly       | (S)State Compensatory - \$50,000 | Criteria: PEIMS report documenting students placed in DAEP.  |
| 6. The district employs a School Resource Officer (SRO), duties include maintaining a   | Operations Director, SRO Officer, Superintendent(s)                               | Daily         | (S)Local Funds                   | Criteria: SRO will provide documentation of incidents that   |

# Hooks Independent School District

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

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

| Activity/Strategy   | Person(s) Responsible  | Timeline       | Resources                                  | Evaluation  |
|---|--|----------------|--|---|
| safe environment conducive to learning and contributing to education process for students. Provide for the safety of students, faculty, staff, and the security of all district and campus property. SRO will patrol campuses, assist in the reduction of truancy, respond to calls from campuses, investigate motor vehicle accidents and assist staff with after hour functions. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) |  |                |  | take place within Hooks ISD.  |
| 7. The district will continue random drug testing of eligible students and staff. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)  | Principal(s), SRO Officer  | Each six weeks | (S)Local Funds                             | Criteria: Reports provided by Lab Cor.  |
| 8. The district will provide security cameras, buzzer systems, and Raptor check in/check out system. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)   | Director of Technology, Maintenance Coordinator, Operations Director | Yearly         | (S)Local Funds                             | Criteria: Documentation will be provided by maintenance tickets and recorded records of security cameras. |
| 9. The district will provide a comprehensive counseling program and promote positive character and choices at every campus. (Title I SW Elements: 2.1,2.6,3.2) (Target Group: All) (Strategic Priorities: 4)  | ACE Director, ACE Staff  | August - May   | (F)After School Centers on Education Grant | Criteria: Teacher and Student Climate Surveys   |
| 10. The district will utilize the School Health Advisory Committee (SHAC) to promote health, nutrition and an active lifestyle at every campus. (Title I SW Elements: 1.1,2.1,3.2) (Target Group: All) (Strategic Priorities: 4)  | School Nurse   | May            | (S)Local Funds                             | Criteria: School health survey  |
| 11. The district will provide healthy and nutritious meal options for students to promote wellness and learning. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)   | Business Manager, Food Service Director and Managers                 | Daily          | (F)USDA                                    | Criteria: Food Service Reports  |

# Hooks Independent School District

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

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

| Activity/Strategy  | Person(s) Responsible  | Timeline      | Resources      | Evaluation   |
|--|--|---------------|----------------|--|
| 12. The district will utilize Threat Assessment Teams and the Threat Assessment Analysis Rubric to assess the threat of student violence. (Title I SW Elements: 2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4)                          | All Staff, Assistant Principal(s), Counselor(s), Principal(s)  | August-May    | (S)Local Funds | Criteria: The rubrics filled out will be used to determine effectiveness of process.   |
| 13. The district will maintain the safe and secure environment of all school facilities. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4)  | Assistant Principal(s), Maintenance Coordinator, Operations Director, Principal(s)                       | Daily         | (F)Title IV    | Criteria: School Safety Evaluation   |
| 14. The district will implement a character education program at each campus. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4)   | Counselor(s)   | Each Semester | (S)Local Funds | Criteria: Number of behavior referrals each year.  |
| 15. The district will provide training to staff on Trauma-Informed Care. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)  | Counselor(s), School Nurse   | Once a year   | (S)Local Funds | Criteria: Number of counselor referrals.   |
| 16. The district will provide staff training on Traumatic Injury Response Protocol (stop the bleed protocol) and implement bleeding control stations throughout the district. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) | Principal(s), School Nurse, Superintendent(s)  | January       | (S)Local Funds | Criteria: Training will be documented through sign in sheets and bleeding control stations will be inventoried for compliance. |
| 17. The district will develop, implement and revise as needed a Return to School Plan in response to the COVID-19 Pandemic. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)   | District Personnel, Human Resource Coordinator, Maintenance Coordinator, School Nurse, Superintendent(s) | August        | (S)Local Funds | Criteria: Stakeholders will be surveyed to ensure plan effectiveness.  |

# Hooks Independent School District

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

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

| Activity/Strategy   | Person(s) Responsible   | Timeline         | Resources                                  | Evaluation   |
|---|---|------------------|--|--|
| 1. The district will maintain regular communication with all district stakeholders through Skyward Family Access, Skyward Message Center, Remind text notifications, campus newsletters, media releases, web page posting, social media formats. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) | Campus Secretary, District Personnel  | Daily            | (S)Local Funds                             | Criteria: Reports will be generated through Skyward, school web site visits, and social media records. |
| 2. The district will continue to conduct parent/community surveys to determine concerns, needs, and interests. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4)   | Assistant Superintendent of Instruction, Federal Programs Coordinator               | Spring           | (F)Title I                                 | Criteria: Survey results will be used to determine the concerns, needs, and interests of the district. |
| 3. The district will conduct meet the teacher nights, open house, Veteran's Day program, a monthly Senior Luncheon, Grandparents Day, College & Career Senior Nights, and other events for all parents and community members. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)                    | All Staff   | Fall and Spring  | (S)Local Funds                             | Criteria: Sign-in sheets at each event will be used to document participation.                         |
| 4. The district will continue to increase parental involvement through the continuation of the After School Centers on Education (ACE) Family Engagement Specialist. (Title I SW Elements: 3.1,3.2) (Target Group: All) (Strategic Priorities: 4)   | ACE Director, ACE Staff   | Monday-Thursday  | (F)After School Centers on Education Grant | Criteria: ACE documentation will be reviewed to determine the program's effectiveness.                 |
| 5. The district will continue to promote FFA, Band, and Athletic Parent Booster Clubs at the junior and high school campuses along with the Parent Booster Club at the elementary campus (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3)   | All Staff, Parent Booster Club Board and Officers, Principal(s), Superintendent(s)  | Monthly.         | (S)Local Funds                             | Criteria: Evaluation will be documented through sign-in sheets, agendas, and minutes.                  |
| 6. Each campus will provide a Title I informational meeting to communicate the Title I requirements to parents and community stakeholders. Campuses will review and   | Assistant Superintendent of Instruction, Federal Programs Coordinator, Principal(s) | August-September | (F)Title I                                 | Criteria: Training will be documented through participation and attendance logs.                       |



# Hooks Independent School District

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

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

| Activity/Strategy   | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|----------|-----------|------------|
| update Parent Compacts and Parental and Family Engagement Policies as a part of each meeting. (Title I SW Elements: 3.1,3.2)<br>(Target Group: All) (Strategic Priorities: 4) |                       |          |           |            |

# Hooks Independent School District

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

**Objective 1.** All students will graduate from high school

| Activity/Strategy  | Person(s) Responsible   | Timeline        | Resources                                  | Evaluation   |
|--|---|-----------------|--|--|
| 1. The district will ensure campus attendance clerks work with the district PEIMS coordinator to prevent/recover dropouts and record detailed information about all leavers. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 3,4) | Attendance Secretary, Counselor(s), Principal(s)                    | Weekly          | (S)Local Funds                             | Criteria: Skyward attendance report is used to view the attendance rate at each campus.  |
| 2. The district will support in developing, implementing, and evaluating Individual Graduation Plans for At- Risk students in grades 6-8 and all students in grades 9-12. (Title I SW Elements: 2.2,2.4) (Target Group: All,AtRisk) (Strategic Priorities: 3,4)    | Counselor(s), Principal(s)  | September       | (S)Local Funds                             | Criteria: Documentation will be the students' Individual Graduation Plans.   |
| 3. The district will continue to support the use of the TxVSN to students desiring coursework not available on campus. (Title I SW Elements: 2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)   | Assistant Superintendent of Instruction, Counselor(s), Principal(s) | Daily           | (S)Local Funds                             | Criteria: Class schedules/rosters, Skyward reports, and Texas Virtual School Network (TxVSN) reports will be used to view student achievement and completion.                          |
| 4. The district will continue to support programs to help at-risk students with credit recovery and/or acceleration programs for students at-risk for failure/dropout. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 3)                 | Counselor(s), Principal(s)  | Fall and Spring | (S)Local Funds                             | Criteria: Documentation of all students who received additional assistance will be recorded as well as program reports that will provide student achievement results.                  |
| 5. The district will continue to offer college and career readiness components through the After School Centers for Education (ACE) Program. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 3)  | ACE Director, ACE Staff   | Daily           | (F)After School Centers on Education Grant | Criteria: The district will utilize the contracted independent ACE program evaluator reports, ACE surveys, and ACE semester reports to determine the effectiveness of the ACE program. |

# Hooks Independent School District

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

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

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

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|--|
| <b>School District: ALL Migrant SSA member districts</b> |
| <b>Region: 8</b>   |

# Priority for Service (PFS) Action Plan

**School Year: 2019 - 2020**

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|--|
| <b>Filled Out By:<br/>Region 8 ESC Migrant staff</b> |
| <b>Date:<br/>October 16, 2019</b>                    |

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 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:

| <b>Priority for Service Criteria</b>                   |  |
|--|--|
| Grades 3-12,<br>Ungraded (UG) or<br>Out of School (OS) | <ul style="list-style-type: none"> <li>Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>Have failed (or at risk of failing [approaching on STAAR]) one or more of the state assessments, or were granted LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul> |
| Grades K-3   | <ul style="list-style-type: none"> <li>Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>                 |

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**NOTE:** This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

**Note:** Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

|  |   |
|--|---|
| <b>Goal(s):</b><br>The goal for students that participate in the Migrant Education Program and that are identified as Priority for Service students is that they will be successful on yearly state and/or curriculum-based assessments and graduate on time from High School or obtain a High School Equivalency Diploma. | <b>Objective(s):</b> <ul style="list-style-type: none"> <li>Monitor the progress of MEP students who are PFS</li> <li>Communicate the progress and determine needs of PFS migrant students to school staff, parents and students</li> <li>Provide services to PFS students according to need</li> </ul> |
|--|---|

| Required Strategies  | Timeline                          | Staff Rspnsble                               | Dcmnttn                                |
|--|-----------------------------------|--|--|
| <b>Monitor</b> the progress of MEP students who are on PFS.  |                                   |  |  |
| <ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>  | Monthly, September through August | NGS Consultant                               | NGS reports                            |
| <ul style="list-style-type: none"> <li>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.</li> </ul> | Beginning of year                 | PFS Consultant                               | PFS Action Plan                        |
| <b>Additional Activities:</b>  |                                   |  |  |
| <ul style="list-style-type: none"> <li>For PFS students who are identified as LEP, TELPAS and other data will be analyzed to ensure instruction is appropriate.</li> </ul>   | Ongoing as needed                 | PFS Consultant                               | Individual PFS Progress Review         |
| <ul style="list-style-type: none"> <li>Tutorials will be recommended for students in grades 4-12 based on STAAR results</li> </ul>   | Ongoing as needed                 | PFS Consultant                               | NGS Reports, Eduphoria                 |
| <ul style="list-style-type: none"> <li>Tutorials will be recommended for students in grades K-3 based on TELPAS and other assessments</li> </ul>   | Ongoing as needed                 | PFS Consultant                               | NGS Reports, Eduphoria                 |
| <b>Communicate</b> the progress and determine needs of PFS migrant students.   |                                   |  |  |
| <ul style="list-style-type: none"> <li>During the academic calendar, the ESC PFS Consultant will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>            | September, 2019                   | PFS Consultant                               | Individual PFS Progress Review reports |
| <ul style="list-style-type: none"> <li>During the academic calendar, ESC PFS Consultant will provide parents of PFS information on the Priority for Service criteria.</li> </ul>   | September 2019 – August 2020      | PFS Consultant                               | Individual PFS Progress Review reports |
| <ul style="list-style-type: none"> <li>During the academic calendar, the ESC PFS Consultant will make individualized home and /or community visits to update parents on the academic progress of their children.</li> </ul>  | Ongoing as needed                 | PFS Consultant                               | PFS Prgress Review reports;cIndr       |
| <b>Additional Activities:</b>  |                                   |  |  |
| <ul style="list-style-type: none"> <li>For PFS students who are identified as LEP, TELPAS and other data will be explained to parents.</li> </ul>  | Ongoing as needed                 | PFS Consultant                               | Individual PFS Progress Review         |
| <b>Provide</b> services to PFS migrant students.   |                                   |  |  |
| <ul style="list-style-type: none"> <li>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.</li> </ul>   | Monthly                           | NGS Specialist PFS Consultant District Staff | Individual PFS Progress Review reports |
| <ul style="list-style-type: none"> <li>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.</li> </ul>          | Monthly                           | NGS Consultant PFS Consultant District Staff | Individual PFS Progress Review reports |
| <ul style="list-style-type: none"> <li>The ESC PFS Consultant will determine what federal, state, or local programs serve PFS students.</li> </ul>   | Quarterly                         | PFS Consultant                               | Individual PFS Progress Review reports |
| <ul style="list-style-type: none"> <li>Tutorials will be provided for students in grades 4-12 based on STAAR results</li> </ul>  | Ongoing                           | PFS Consultant                               | NGS Reports, Eduphoria                 |
| <ul style="list-style-type: none"> <li>Tutorials will be provided for students in grades K-3 based on TELPAS and other assessments</li> </ul>  | Ongoing                           | PFS Consultant                               | NGS Reports, Eduphoria                 |

# Region 8 Migrant SSA Service Delivery Plan (2019-2020)

## **Strategy 1: Professional Development**

Member districts of the Region 8 Migrant Shared Services Arrangement will participate in effective professional development activities to ensure accurate identification and recruitment of migrant students.

| <b>Major Activities</b>   | <b>Responsible Staff</b>       | <b>Estimated Time Frame</b> | <b>Performance Indicators</b>            |
|---|--------------------------------|-----------------------------|--|
| Participate in Statewide Trainer-of-Trainers ID&R workshop addressing current rules and Regulations related to the ID&R process       | ESC 8 Migrant Staff            | June or July of each year   | Certificate of Training                  |
| Communicate with all districts to ensure work surveys are sent out, collected and submitted to Region 8 ESC for follow up.            | ESC Staff                      | August/Jan.                 | Emails                                   |
| ID&R training for any new ESC Migrant staff   | LEA and ESC Migrant Staff      | As needed by request        | Certificates of Training                 |
| Train the NGS Data Specialists and COE reviewer to ensure accurate review of ID&R data submitted on the COEs.                         | ESC8 Staff NGS Data Specialist | Fall/Spring                 | Certificates of Training                 |
| Participate in Statewide ID&R Focus Group to receive most current state information regarding ID&R rules, regulations and activities. | ESC 8 Staff                    | Fall/Spring                 | ESC 8 Migrant Staff Electronic Portfolio |
| Train LEA staff as requested on the use of MSIX to promptly identify Migrant students   | ESC 8 Staff                    | Fall                        | ESC works                                |
| Attend ID&R sessions at the AMET conference   | ESC 8 Staff                    | Fall                        | Session handouts, notes,                 |
| Attend ID&R sessions at national conference if approved by ESC Exec. Director to attend   | ESC 8 Staff                    | Spring                      | Sessions handouts, notes                 |

## **Strategy 2: Identification & Recruitment Process**

Member districts of the Region 8 Migrant Shared Services Arrangement will participate in effective identification & recruitment activities to ensure accurate identification and recruitment of migrant students.

| <b>Major Activities</b>   | <b>Responsible Staff</b>                  | <b>Estimated Time Frame</b> | <b>Performance Indicators</b> |
|---|---|-----------------------------|-------------------------------|
| Survey all students at the beginning of each School year to determine academic needs.                                       | LEA Migrant Staff                         | August                      | Completed Surveys             |
| Survey returning migrant students at the beginning of each school year to check for summer moves.                           | LEA Migrant Staff                         | August                      | Completed Surveys             |
| Include survey in enrollment packets to screen new enrollees for possible eligibility.                                      | LEA Migrant Staff                         | On-going                    | Completed Surveys             |
| Interview families to make final eligibility determination  | LEA/ESC Recruiters/ Migrant Staff         | As needed                   | Completed COE's               |
| Conduct ID&R activities at spring Pre-K/Headstart Kindergarten Registrations  | LEA Recruiters/ Migrant Staff             | Spring                      | Completed Surveys/ COE's      |
| Conduct ID&R activities at local festivals  | Migrant Staff                             | Fall/Spring                 |                               |
| All completed COEs forwarded to Eligibility Reviewer and/or NGS Data Specialist for final Review                            | Eligibility Reviewer/ NGS Data Specialist | As needed                   | Completed COE's               |
| Monitor student academic progress   | ESC staff                                 | On-going                    | District Reports              |
| Utilize MSIX to monitor ensure Migrant students are promptly identified and served upon moving from one district to another | ESC/LEA Migrant staff                     | As needed                   | MSIX searches, emails         |
| Canvass districts by actively searching for farms, ranches, orchards etc.   | LEA/ESC Recruiters                        | As Needed                   | Completed COE's, Travel Logs  |

## **Strategy 3: Family & Community Relations & Coordination**

Member districts of the Region 8 Migrant Shared Services Arrangement will coordinate with district families and community members to facilitate Identification & Recruitment activities.

| <b>Major Activities</b>  | <b>Responsible Staff</b> | <b>Estimated Time Frame</b> | <b>Performance Indicators</b>                        |
|--|--------------------------|-----------------------------|--|
| Coordinate with the Region 8 Migrant SSA Parent Advisory Council to obtain new ideas for Identification & Recruitment Activities.                    | PAC Members              | Fall/Spring                 | PAC Minutes-ESC 8                                    |
| Make contact and collaborate with local businesses that may employ migrant workers to make them aware of our identification and recruitment efforts. | LEA Migrant Coordinator  | Fall                        | List of local businesses that employ migrant workers |
| Provide supplemental books and school materials for Migrant students to be used during summer months to encourage literacy activities.               | ESC/LEA staff/parents    | May/June                    | NGS report/list of students who received supplies    |

#### **Strategy 4: Strategy MPO Implementation Plan**

Member districts of the Region 8 Migrant Shared Services Arrangement will coordinate with district families and community members to facilitate Identification & Recruitment activities.

| <b>Strategy 1: Reading</b>   | <b>Responsible Staff:</b><br>ESC Staff/ School Staff | <b>Estimated Time Frame:</b><br>Year-Round | <b>Performance Indicators:</b><br>Reading Assessment Scores; Surveys |
|--|--|--|--|
| Strategy 1-1: Required – Coordinate/provide supplemental reading instruction to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, existing school resources, supplemental resources).   |  |  |  |
| Strategy 1-2: Required – Provide training and support to migrant students on the use of academic tools and resources to increase success in reading.   |  |  |  |
| Strategy 1-3: Required – Coordinate/provide professional development for MEP staff who provide needs-based supplemental reading instruction to migrant students.   |  |  |  |
| Strategy 1-4: Required – Coordinate with other school/community programs to provide support services that address the identified reading needs of migrant children and youth (e.g., health services, food/nutrition, transportation, translations/interpretations).  |  |  |  |
| Strategy 1-5: Optional – Ensure collaboration between MEP staff who provide direct support for migrant students and other school staff to support the identified reading needs of the migrant students served.   |  |  |  |
| Strategy 1-6: Required – Coordinate/provide training/resources to migrant parents on reading strategies for their children.  |  |  |  |
| <b>Strategy 2: Math</b>  | <b>Responsible Staff:</b><br>ESC Staff/ School Staff | <b>Estimated Time Frame:</b><br>Year-Round | <b>Performance Indicators:</b><br>Math Assessment Scores; Surveys    |
| Strategy 2-1: Required – Coordinate/provide supplemental mathematics instruction to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, school resources, supplemental resources).  |  |  |  |
| Strategy 2-2: Required – Provide training and support to migrant students on the use of academic tools and resources to increase success in mathematics.   |  |  |  |
| Strategy 2-3: Required – Coordinate/provide professional development for MEP staff who provide needs-based supplemental mathematics instruction to migrant students.   |  |  |  |
| Strategy 2-4: Required – Coordinate/provide support services that address the identified mathematics needs of migrant students (e.g., health services, food/nutrition, transportation, translating/interpreting).  |  |  |  |
| Strategy 2-5: Optional – Ensure collaboration between MEP staff who provide direct support for migrant students and other school staff to support the identified mathematics needs of the migrant students served  |  |  |  |
| Strategy 2-6: Required – Coordinate/provide training/resources to migrant parents on mathematics strategies for their children.  |  |  |  |
| <b>Strategy 3: School Readiness</b>  | <b>Responsible Staff:</b><br>ESC Staff/ School Staff | <b>Estimated Time Frame:</b><br>Year-Round | <b>Performance Indicators:</b><br>Pre and Post Assessments; Surveys  |
| Strategy 3-1: Required – Coordinate with other programs (e.g., Head Start, Teaching Mentoring Community [TMC]) to provide migrant children ages 3-5 (not in kindergarten) with access to school readiness services.  |  |  |  |
| Strategy 3-2: Required Regular School Year/Optional Summer – Implement the TEA-approved early literacy program (A Bright Beginning) for migrant children ages 3-5 (not in kindergarten) that are not served by other programs.   |  |  |  |
| Strategy 3-3: Required – Provide migrant parents with developmentally-appropriate school readiness resources and strategies.   |  |  |  |
| Strategy 3-4: Required – Coordinate/provide support services (e.g. health services, transportation, translations/interpretations, meals/nutrition) for migrant children ages 3-5 (not in kindergarten) and their families (e.g., coordinate with early childhood agencies, community-based organizations). |  |  |  |
| <b>Strategy 4: High School Graduation/OSY</b>  | <b>Responsible Staff:</b><br>ESC Staff/ School Staff | <b>Estimated Time Frame:</b><br>Year-Round | <b>Performance Indicators:</b><br>Graduation Rate; Surveys           |
| Strategy 4-1: Required – Coordinate/provide supplemental instructional services to ensure migrant students are proficient on state assessments.  |  |  |  |
| Strategy 4-2: Required – Coordinate/provide support services to migrant students in grades 9-12 (e.g., counseling, translation, health services, transportation, mental health services).  |  |  |  |
| Strategy 4-3: Required – Coordinate/provide migrant student graduation support and advocacy (e.g., monitoring and tracking attendance and academic progress, reviewing course selections, providing leadership and mentoring programs, facilitating family/school connections, providing home visits).     |  |  |  |
| Strategy 4-4: Required – Coordinate with receiving state MEP staff on migrant students' graduation needs/requirements.   |  |  |  |
| Strategy 4-5: Required – Coordinate/provide needs-based services for OSY with support and advocacy (e.g., graduation, high school equivalency, job readiness skills).  |  |  |  |
| Strategy 4-6: Required – Provide information and resources to parents about graduation requirements and college/career opportunities.  |  |  |  |
| Strategy 4-7: Required – Provide professional development for MEP staff on services for migrant students in grades 9-12 and OSY (e.g., credit accrual, credit recovery, inter/intra state coordination, TMIP)  |  |  |  |
| Strategy 4-8: Required – Provide non-MEP staff with information about MEP services and programs that address graduation and opportunities after high school (e.g., credit accrual, credit recovery, inter/intrastate coordination, TMIP, HEP/CAMP, Close Up, BCLI).  |  |  |  |