

Jim Hogg County ISD

District Improvement Plan

October 16, 2019



GOAL 1

Increase Student Achievement – JHCISD will improve student achievement on STAAR/EOC exams as well as postsecondary readiness, with special emphasis on College, Career and Military Readiness indicators.

GOAL 2

Increase Student Progress - JHCISD student performance will demonstrate gains in the area for growth as a student measure in the Student Progress Domain of state accountability.

GOAL 3

Improve Human Capital - JHCISD seeks to create a performance culture that values employees who are results-oriented, talented and innovative thinkers; individuals who strive to increase student achievement and contribute to the reformation of the district.

GOAL 4

Provide a Safe Environment - JHCISD shall create a safe environment conducive to learning for all students and provide safety and security measures at district schools and facilities, and while attending district-related events.

GOAL 5

Create a Positive District Culture - JHCISD will serve to create a powerful sense of community and a shared vision among all stakeholders.

Jim Hogg County ISD

HB3 Board Adopted Goals and Plans

October 16, 2019





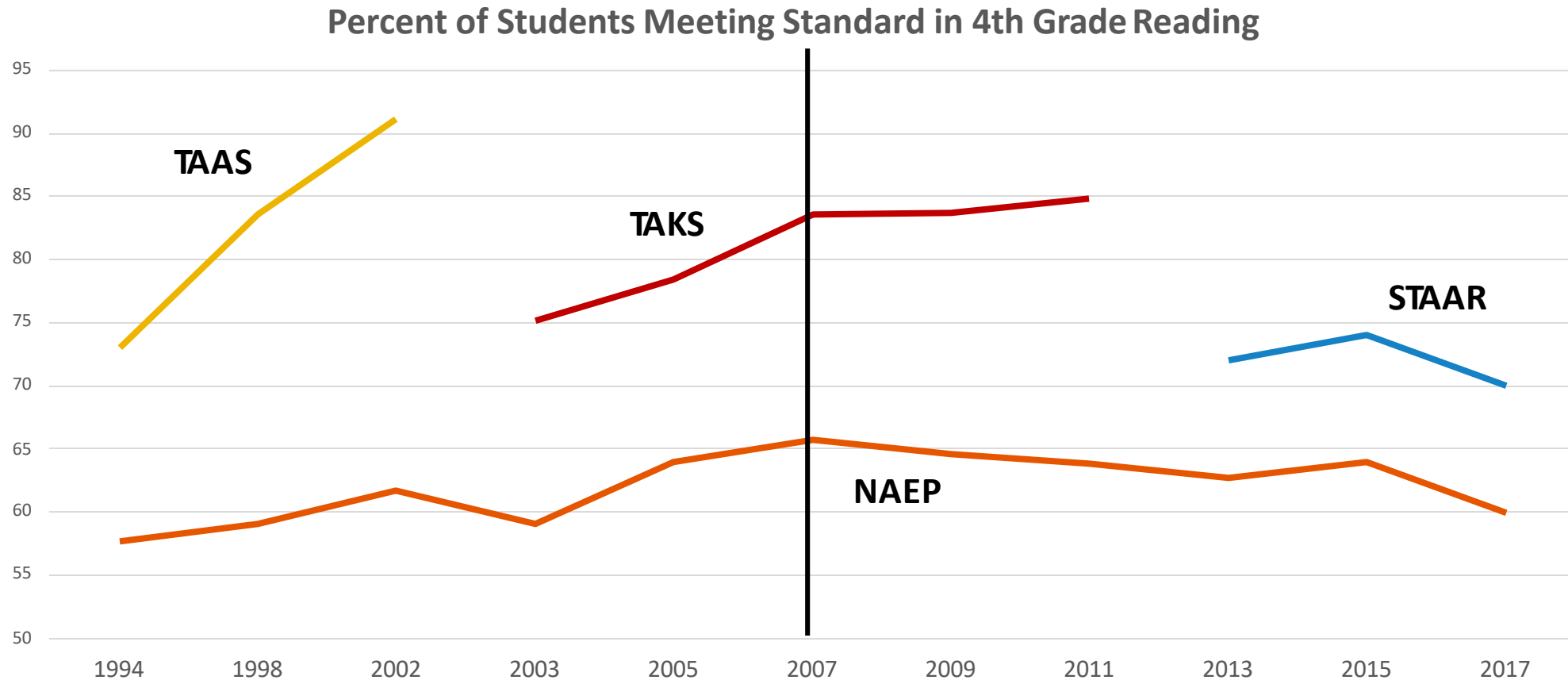
Focuses On Learning and Improving Student Outcomes

Prioritizing Early Literacy, Including Pre-K



Why Does Texas Need to Focus on Literacy?

Since 2007, Texas' reading scores have flatlined and declined compared to national averages as measured by the National Assessment of Educational Programs (NAEP) and state assessments.





Simple View of Reading

Decoding

Ability to apply sound-symbol relationships to read words

X

Language Comprehension

Ability to understand spoken language

=

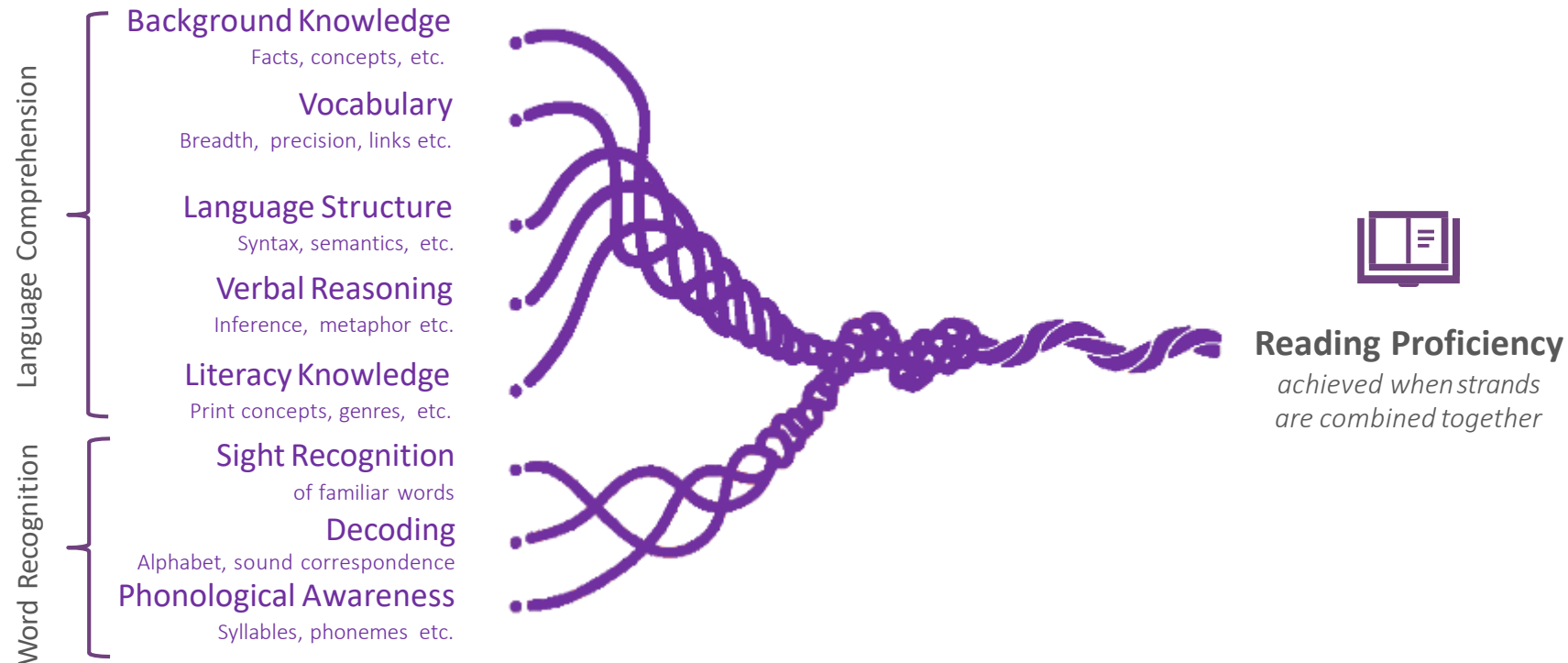


Reading Comprehension



Preparing New Teachers

To earn a certificate to teach Pre-K to grade 6, a candidate must demonstrate proficiency in the science of teaching reading on a certification examination by January 1, 2021

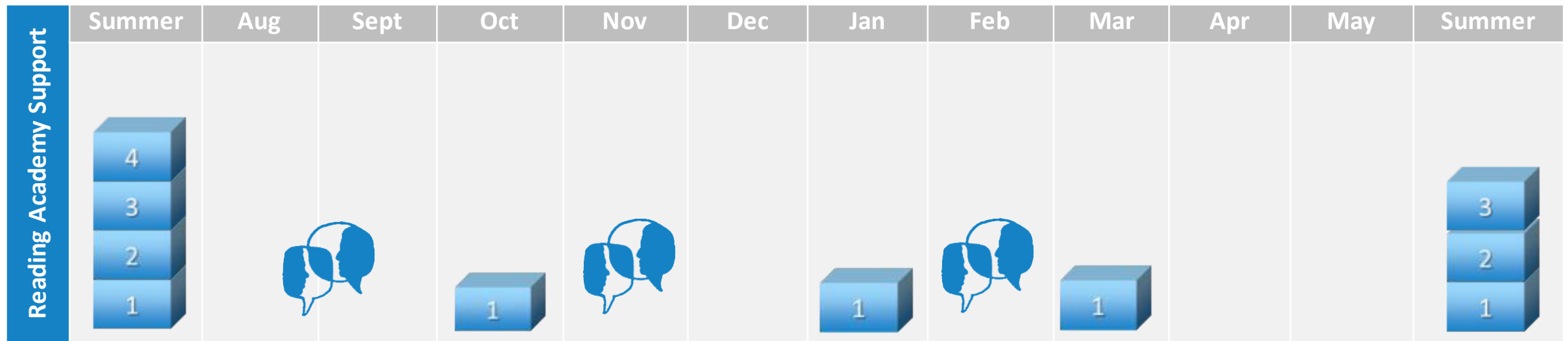




Reading Academies: Comprehensive Model

All K-3 teachers & principals must complete the comprehensive or blended reading academies in the next three years.

Year-Long Reading Academies



Days of In-person PD Sessions



Job-embedded coaching, artifact submission and review

Districts should plan their calendars accordingly.



Full Day, High Quality Pre-K

HB 3 requires Full Day Pre-K for all eligible 4-year-olds, following the high-quality standards.

Partnerships Can Bring Additional Funding Sources



Early Learning Centers

Funding comes from:

Parent Tuition
Childcare Subsidies



School Districts

Funding comes from:

Foundation School Program
Federal Grant Funding



Head Start Programs

Funding comes from:

Federal Head Start Funds



New Funding Supports



Early Education Allotment

- 0.1 weight **(\$616)** per low-income K-3 student +
- 0.1 weight **(\$616)** per non-English speaking K-3 student



Dyslexia Allotment

- 0.1 weight **(\$616)** per dyslexic student



Dual Language Programs

- 0.05 weight **(\$308)** per non English speaking student
- 0.05 weight **(\$308)** per English speaking student



Focuses On Learning and Improving Student Outcomes

Improving College, Career, and Military Readiness



Promoting College & Career Access



SAT/ACT/TSIA is now paid for by the state for every HS student who wants to take it



Districts will be reimbursed by the state for students who take and pass an Industry Based Credential



All students must fill out the FAFSA (or opt-out) starting with the class of 2021



HB 3 adds Technology Applications to funding weight – including all computer science classes



Extends to CTE & Tech Apps funding to grade 7



Rewarding Successful College, Career, Military Prep



Outcomes Bonus

Establishes a CCMR Outcomes Bonus paid for each graduate above a certain threshold percentage:

- **Economically Disadvantaged: \$5,000** for each CCMR graduate (Likely to be above the first 9% of eco-dis graduates)
- **Non-Economically Disadvantaged: \$3,000** for each CCMR graduate (Likely to be above the first 20% of non eco-dis graduates)
- **Special Education: \$2,000** In addition to the above, for each CCMR graduate enrolled in special education



School Boards Matter



- School Boards must **set goals for 3rd grade literacy**, and 3rd grade numeracy.
- School Boards must **monitor** how well their administrators are reaching those goals.
- School Boards must do the same for college, career, and military readiness goals

Early Childhood and CCMR Plans

Plan Requirements

HB 3 requires school boards to adopt detailed plans developed by their management teams that achieve goals in two key areas:

- Early childhood literacy and mathematics (EC-LM) proficiency
- College, career, and military readiness (CCMR)



In Statute

Texas Education Code (TEC), Sections 11.185 and 11.186

Plan Requirements for Each

Both EC-LM and CCMR Plans have the requirements to:

- Assign at least one district-level administrator or employee of the regional education service center to oversee the coordination of each plan
- Set specific, quantifiable, annual goals for five years at each campus
- Be reviewed at least annually by the board at a public meeting
- Post annual report on district and campus websites

Specific Plan Requirements

EC-LM

- Annual goals for aggregate student growth on 3rd grade math and reading assessment
- Annual goals for students in each group evaluated under closing the gaps domain (25 or more students in a group)
- Targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan's goals and that considers the unique needs of students in bilingual education or special language programs
- Annual goals may be set for students in bilingual or ESL programs

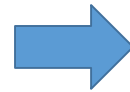
CCMR

- Annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain
- Annual goals for students in each group evaluated under closing the gaps domain (25 or more students in a group)

Specific Plan Requirements

EC-LM

Targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan's goals and that considers the unique needs of students in bilingual education or special language programs



Reading Academies

HB 3 requires each teacher and principal in kindergarten through 3rd grade to attend Reading Academies by 2021-2022.

See the Sept. 12 HB3 in 30 presentation for detailed information.

Plan Components

Plan Components – Coordination

- School Systems are required to assign at least one district-level administrator or an employee of the regional education service center to oversee the coordination of each plan.
 - Goal Setting
 - Stakeholder Engagement
 - Appropriate Implementation
 - Submit annual report to the board on the district's progress (multiple updates each year is recommended)

➤ Specific, quantifiable, goals (measurable goals)

- Each goal needs to contain a baseline (current state), a target (future state), a population (which students will be impacted), and a deadline (month and year by when the current state will equal the future state).
- Annual targets must be included for each goal in addition to the 5-year deadline target.
- Adopting board outcome goals and progress measures for each goal creates alignment with each plan.



In Statute

Texas Education Code (TEC), Sections 11.185 and 11.186

Progress Monitoring

Monitoring Each Plan

- School boards must review the progress of each plan at least annually at a public meeting.
 - Adopt a monitoring calendar, A multi-year schedule that describes the months during which interim updates on goals and plan progress measures are reported to the board.
 - Receive annual/interim updates reported to the board that contain (1) the board outcome goal and progress measure being monitored, (2) data, once available, showing previous reporting periods, the current reporting period, and the annual and 5 year deadline targets, (3) the superintendent's evaluation of performance for the district and each applicable campus, and (4) supporting documentation that evidences the evaluation and describes any needed next steps.

The following components should be visible on the school's website for each plan:

- 5-year board outcome goals
 - Annual targets
 - Applicable closing the gaps student groups annual targets
 - Progress measures that are predictive of the goal with annual targets
- Each campus' plan with their specific targets for each progress measures
 - Applicable Closing the gaps student groups annual targets
- Each Campus' school actions and implementation steps
- Monitoring Calendar
- Annual/Interim updates reported to the board

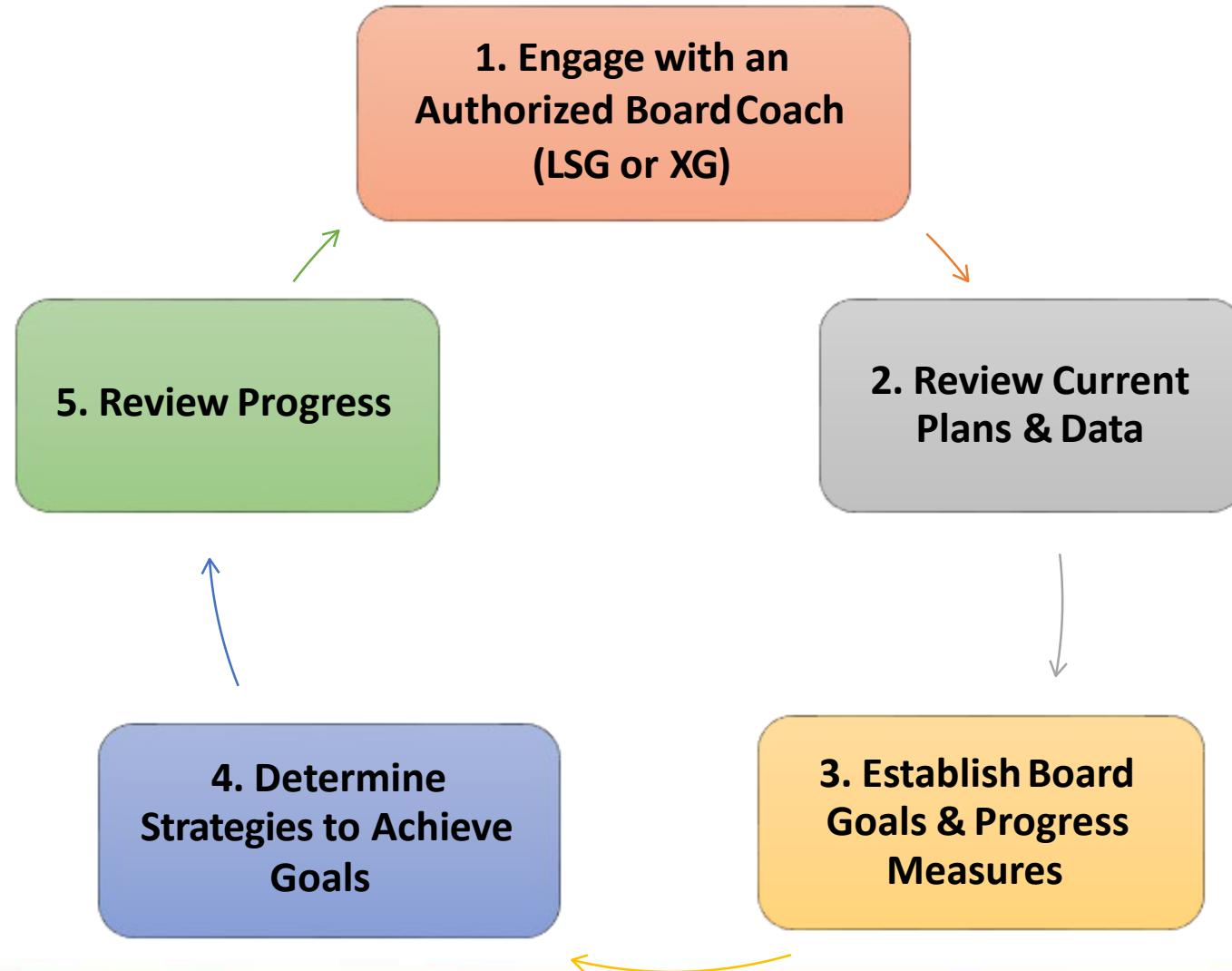
Board Training Requirements

Evaluating the Improvement of Student Outcomes (EISO) Training:

- Required by SB 1566 every two years.
- Must be delivered by an Authorized Provider.
- State Board of Education (SBOE) Rule 19 TAC 61.
 - Proposed rule updates (earliest adoption in January 2020)
 - EISO training updates include training on HB 3 board adopted plans and goals

Next Steps

Next Steps – Implementation Cycle



Available Templates on the TEA Website: www.tea.Texas.gov/HB3

- Board outcome goals with annual targets
 - Closing the gaps student group targets
- Progress Measures
- Campus Plans
 - Using progress measure
 - Closing the gaps student group targets
- Monitoring Calendar
- Monitoring Report