

JIM HOGG COUNTY ISD

District Improvement Plan

2022/2023

"One Vision, One Voice, One Team"



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JIM HOGG COUNTY ISD

Mission

The Board of Trustees, administrators, teachers, and staff working together will Inspire Longhorns to Become Productive Leaders in Life and Beyond!

Vision

Jim Hogg County ISD Students Will Achieve Inclusive Excellence!

Nondiscrimination Notice

JIM HOGG COUNTY ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

**Jim Hogg County I.S.D. Board of Trustees
2022-2023**

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District Administration

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Campus Administration

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Francine Aguilar, Hebronville Elementary Facilitator

Anna Canales, Hebronville Junior High School Principal
Alberto Ibarra, Jr., Hebronville Junior High School Assistant Principal

Dr. Lauren Arce, Hebronville High School Principal
Patricia Barraz, Hebronville High School Assistant Principal

DEIC Committee Members

Name	Position
Aguilar, Francine	Campus Fascilitator
Martinez, Cynthia	District Librarian
Ramirez, Tanya	Parent Member
Garcia, Fantina	ACE Program Director
Valderas, JoAnn	Director of Curriculum & Instruction
Espinoza, Alma	HES Teacher
Perez, Raquel	Technology Coordinator
Guerra, Juan Carlos	Community Member
Herrera, Stephanie	HJH Teacher
Lopez, Sandra	Parent Member
Martinez, Mario	Parent/Business Member
Montalvo, Eric	HHS Teacher
Velasquez, Ninfa	HJH Teacher
Carreon, Jo Ann	CTE Teacher
Gonzalez, Patricia	Business Member
Almaraz, Lynda	HHS Counselor
Martinez, Ali	Community
Montalvo, Alexandria	Community
Garcia, Allison	Business Member
Martinez, Stella	Special Ed Teacher
Trevino, Annelle	Special Ed Teacher
Martinez, Alma	HJH Teacher

JHCISD - Districtwide Committees

HHS Subcommittees

ELAR

Mathematics

Social Studies

Science

Fine Arts

Campus Leadership Team

Placement Review Committee

Attendance Review Committee

Safe & Drug Free School

Parental Involvement

HJH Subcommittees

ELAR

Mathematics

Social Studies

Science

Fine Arts

Campus Leadership Team

Placement Review Committee

Attendance Review Committee

Safe & Drug Free School

Parental Involvement

HES Subcommittees

ELAR

Mathematics

Social Studies

Science

Fine Arts

Campus Leadership Team

Placement Review Committee

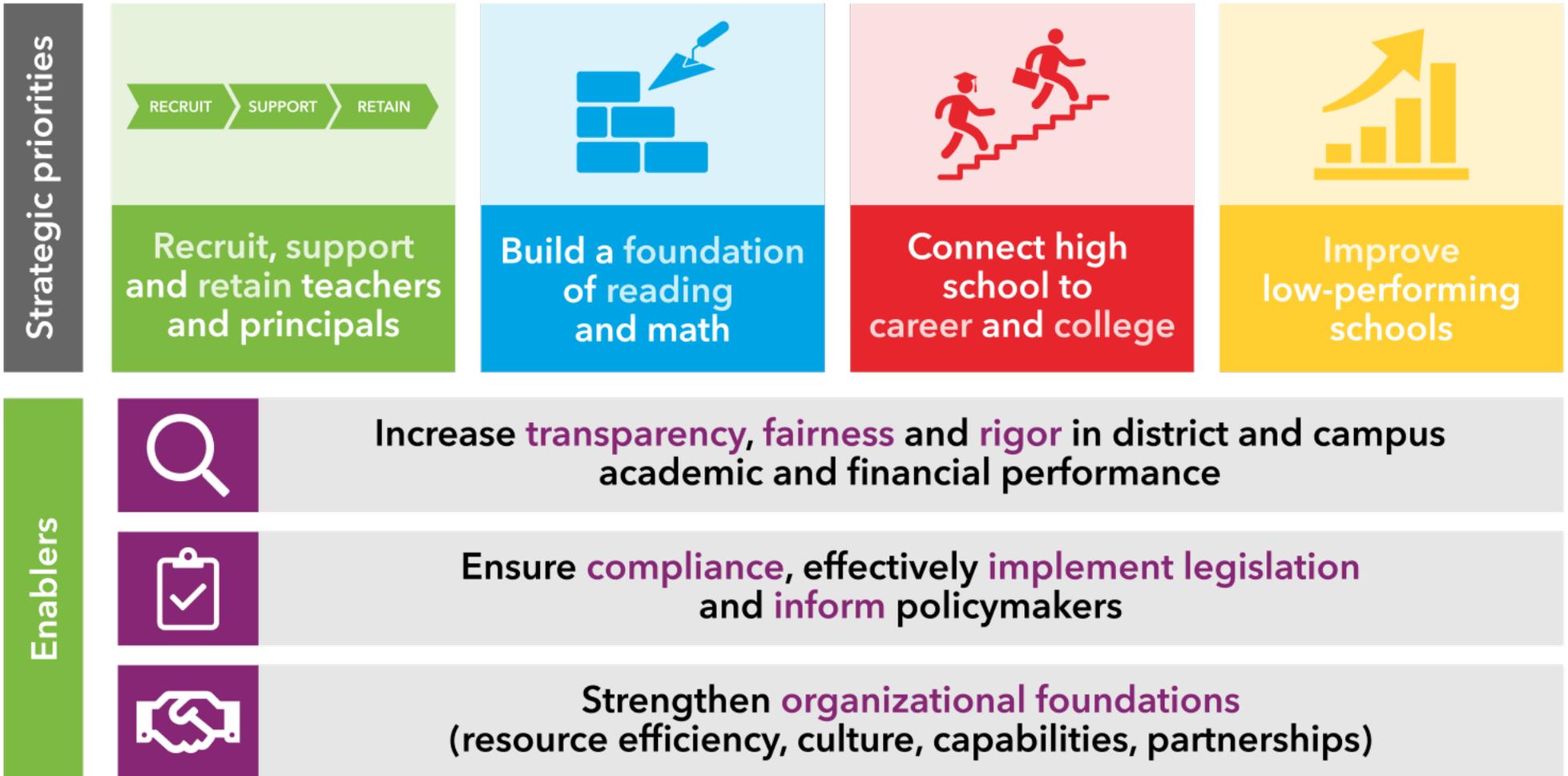
Attendance Review Committee

Safe & Drug Free School

Parental Involvement

Jim Hogg County ISD utilizes the Transferability option to move Title II and Title IV funds to the Title I program. Jim Hogg County ISD is a single attendance district and is exempt from Comparability and the Supplemental Funds Methodology requirements as allowed for single attendance districts.

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



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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND OBJECTIVES

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

OBJECTIVE 11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

PUBLIC EDUCATION ACADEMIC GOALS

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Resources

Resource	Source
21st Century Grant	Federal
ACT/SAT Fee Waivers	Federal
Carl Perkins	Federal
ESEA, Title I, Part A	Federal
ESSER I, II, III	Federal
GEAR UP Funds	Federal
IDEA B Formula - Special Education	Federal
IDEA B Preschool - Special Education	Federal
Perkins Reserve Grant	Federal
School Nutrition	Federal
TCLAS	Federal
Teacher Incentive Allotment	Federal
Title II A Principal/Teacher Train & Recruit	Federal
Title III, Part A	Federal
Title IV, Part A, Subpart 1	Federal
Title VI, Part B Rural/Low Income	Federal
Local Funds	State
Rifle Resistant Body Armor Grant	State
State Bilingual / ESL	State
State Career and Technology	State
State Compensatory Education	State
State Gifted and Talented	State
State Special Education	State
Technology Lending Grant	State

JIM HOGG COUNTY ISD

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.

Objective 1. Increase student achievement in core areas of ELAR/Reading, Math, Science, and Social Studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1. Monitor student performance data and provide ongoing progress monitoring in Domain 1 (Student Achievement) and Domain 3 (Closing the Gaps) during PLCs. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,H,ECD,ESL,EB,SPED,GT,CTE,AtRisk,Dys,504) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal(s), Campus Testing Coordinator, Director of Curriculum and Instruction, Director of Special Programs, Lead Teachers, Parents, Principal, Superintendent, Teachers</p>	<p>8/2022-6/2023</p>	<p>(F)Carl Perkins, (F)ESEA, Title I, Part A, (F)IDEA B Preschool - Special Education, (F)Title II A Principal/Teacher Train & Recruit, (S)Local Funds, (S)State Compensatory Education</p>	<p>Criteria: State Accountability Reports/TAPR Reports</p> <p>Summative - DMAC - Records management; Lead4ward; Texas Formative Assessment Reports (TFAR)/ Curriculum Based Assessments (CBAs), DMAC Quintile Reports, DMAC Comparison Reports and using STAAR released tests; Parent Communication Logs, PLC agenda and minutes.</p>
<p>2. Provide intervention to at-risk students through RTI in all core content areas. Instructional interventions, intensive tutorials, and RTI initiatives will take place to provide additional instructional support. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,H,ECD,SPED,AtRisk,Dys,504) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,5,5.4)</p>	<p>Assistant Principal, Counselor, Director of Special Programs, Lead Teachers, Parents, Principal, Students, Teachers</p>	<p>8/2022-6/2023</p>	<p>(F)ESEA, Title I, Part A, (S)Local Funds, (S)State Compensatory Education</p>	<p>Criteria: SuccessEd RTI Plans</p> <p>Summative - DMAC - Records management; Lead4ward; Texas Formative Assessment Reports (TFAR)/ Curriculum Based Assessments (CBAs), DMAC Quintile Reports, DMAC Comparison Reports and using STAAR released tests.</p>
<p>3. Provide extended learning opportunities and academic enrichment programs. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 2,3,4) (ESF: 3,3.3,3.4)</p>	<p>ACE Family Engagement Coordinator, ACE Program Director, ACE Site Coordinator, Principal, Teachers</p>	<p>8/2022-6/2023</p>	<p>(F)Carl Perkins, (F)ESEA, Title I, Part A</p>	<p>Summative - ACE Programming Reports; Other Curriculum & Instructional Progress Monitoring and Evaluation Reports.</p>
<p>4. Provide high-quality early childhood program services, resources, professional development and parent and family engagement opportunities to ensure students</p>	<p>ACE Family Engagement Coordinator, ACE Program Director, ACE Site Coordinator, Assistant Principal, Counselor,</p>	<p>8/2022-6/2023</p>	<p>(F)ESEA, Title I, Part A, (F)IDEA B Formula - Special Education, (F)IDEA B Preschool - Special Education, (F)Title II A</p>	<p>Criteria: Early Childhood Assessments</p> <p>Early childhood assessments,</p>

JIM HOGG COUNTY ISD

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.

Objective 1. Increase student achievement in core areas of ELAR/Reading, Math, Science, and Social Studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
are school ready. (Title I SW Elements: 2.1,2.4,2.5,2.6) (Target Group: All,PRE K) (Strategic Priorities: 2) (ESF: 4,4.1)	Director of Curriculum and Instruction, Director of Special Programs, Parents, Principal, Superintendent, Teachers		Principal/Teacher Train & Recruit, (S)Local Funds, (S)State Bilingual / ESL, (S)State Compensatory Education, (S)State Special Education	sign-in sheets, attendance
5. Provide professional development support for teachers to effectively implement instructional technology programs to enhance student achievement in digital and virtual platforms (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 5,5.1,5.2)	District Librarian, District Technology Coordinator, Principal, Teachers	8/2022- 6/2023	(F)ESEA, Title I, Part A, (F)ESSER I, II, III, (F)Title II A Principal/Teacher Train & Recruit	Criteria: Professional Development; Teacher Observation; Student Engagement; Student Performance

JIM HOGG COUNTY ISD

- 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.
- Objective 2.** Increase student attainment of College, Career and Military Readiness (CCMR) indicators

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor and increase percentage of students receiving at least one CCMR indicator by cohort (Title I SW Elements: 2.2,2.4,2.6) (Target Group: ECD,EB,SPED,CTE,AtRisk,9th,10th,11th,12th) (Strategic Priorities: 3,4) (ESF: 3,3.3,5,5.1)	Assistant Principal, CCMR Facilitator, Counselor, Director of Curriculum and Instruction, GEAR UP Personnel, PEIMS Clerk, Principal, Teachers	8/2022-6/2023	(F)Carl Perkins, (F)GEAR UP Funds, (S)High School Allotment, (S)Local Funds, (S)State Compensatory Education	Criteria: Accountability Report Summative - Data from TAPR reports; Campus Data Reports; PEIMS; CCMR Accountability Reports
2. Provide opportunities for dual-credit and advanced placement courses to attain a minimum of at least 9 hours of college level credit. (Title I SW Elements: 2.2,2.3,2.4,3.1,3.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,3) (ESF: 3,3.1,4,4.1)	Assistant Principal, CCMR Facilitator, Counselor, Director of Curriculum and Instruction, PEIMS Clerk, Principal, Students, Superintendent, Teachers	8/2022-6/2023	(F)Carl Perkins, (F)GEAR UP Funds, (F)Perkins Reserve Grant, (S)High School Allotment, (S)Local Funds, (S)State Compensatory Education	Criteria: Campus Data Reports/Rosters Summative - Records management; Campus Data Reports; CCMR Accountability Reports
3. Promote and evaluate career and technical education programs that lead to marketable skills and industry certifications for students beginning in middle school. (Title I SW Elements: 2.2,2.3,3.2) (Target Group: All,CTE,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3,3.3,3.4,4,4.1)	CCMR Facilitator, Counselor, Director of Curriculum and Instruction, Director of Special Programs, GEAR UP Personnel, Principal, Students, Superintendent	8/2022-6/2023	(F)Carl Perkins, (F)GEAR UP Funds, (F)Perkins Reserve Grant, (S)High School Allotment, (S)Local Funds	Criteria: Program Outcome List Summative - TSDS Data; Standards Evaluation of CTE participation; Industry Certification Data; High School Graduation Plans
4. The district will partner with IHE's to provide information and sources of information on higher education admissions and financial aid opportunities. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3,3.3,3.4)	Assistant Principal, CCMR Facilitator, Counselor, Director of Curriculum and Instruction, GEAR UP Personnel, Parents, Principal, Students, Teachers	8/2022-6/2023	(F)Carl Perkins, (F)GEAR UP Funds, (S)High School Allotment, (S)Local Funds, (S)State Career and Technology, (S)State Compensatory Education	Criteria: Cohort Completion Rate Summative - Meeting agendas

JIM HOGG COUNTY ISD

- 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.
- Objective 3.** Increase student success on Advanced Placement, Texas Success Initiative, SAT and ACT exams

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and monitor student success on CCMR initiatives by offering ACT, SAT, and TSI boot camps, mock testing sessions, teacher intensive tutorials and ongoing data analysis. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.3,5,5.1,5.2,5.3,5.4)	Assistant Principal, Campus Librarian, CCMR Facilitator, Counselor, Director of Curriculum and Instruction, Director of Special Programs, GEAR UP Personnel, Lead Teachers, Parents, Principal, Students, Teachers	8/2022-6/2023	(F)ACT/SAT Fee Waivers, (F)GEAR UP Funds, (F)Project RISE, (S)High School Allotment, (S)Local Funds, (S)State Compensatory Education	Criteria: TAPR Reports Summative - Data from TAPR reports; College Board Reports; PEIMS; Records management
2. Implement a college-going culture in which the campus is identified as an approved testing site, teachers are trained to be test administrators, and students are supported with rigorous coursework and high expectations (Title I SW Elements: 2.4,2.5) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1,3.3,5,5.1)	Assistant Principal(s), CCMR Facilitator, Counselor, Director of Curriculum and Instruction, GEAR UP Personnel, Lead Teachers, Parents, Principal, Students, Teachers	8/2022-6/2023	(F)ACT/SAT Fee Waivers, (F)Title II A Principal/Teacher Train & Recruit, (S)High School Allotment, (S)Local Funds	Criteria: Testing site documentation; Professional development agendas and attendance Summative - Number of students who take the college entrance exams and performance reports; records management and professional development logs; certificates of completion

JIM HOGG COUNTY ISD

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.

Objective 4. Increase the academic achievement of students serviced through special populations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Implement high-quality professional development and differentiated instructional support for students serviced in Special Education, Section 504, Dyslexia, Bilingual/ESL, and Gifted/Talented. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ECD,BI,ESL,SPED,GT,Dys,504) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,3,3.1,3.3,5,5.1,5.2,5.3)</p>	<p>Assistant Principal, Counselor, Director of Curriculum and Instruction, Director of Special Programs, Lead Teachers, Principal, Teachers</p>	<p>8/2022-6/2023</p>	<p>(F)ESEA, Title I, Part A, (F)IDEA B Formula - Special Education, (F)IDEA B Preschool - Special Education, (F)Title II A Principal/Teacher Train & Recruit, (S)High School Allotment, (S)State Compensatory Education, (S)State Special Education</p>	<p>Criteria: Teacher professional development; Improvement in student academic outcomes Summative - Observations from administrators, diagnostician, and performance data; RDA Report; STAAR ALT2</p>
<p>2. Monitor and evaluate current and historical academic data for students serviced through Special Education, Section 504, Dyslexia, and Bilingual/ESL in an effort to close any educational gaps and provide targeted and/or individual interventions. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All,ECD,ESL,EB) (Strategic Priorities: 2) (ESF: 3,3.3,3.4,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal, Counselor, Director of Curriculum and Instruction, Director of Special Programs, GEAR UP Personnel, Lead Teachers, Principal, Teachers</p>	<p>8/2022-6/2023</p>	<p>(F)ESEA, Title I, Part A, (F)Title II A Principal/Teacher Train & Recruit, (F)Title III, Part A, (S)State Bilingual / ESL, (S)State Compensatory Education</p>	<p>Criteria: Increase in student performance across all special programs Summative - Observations from administrators, diagnostician and academic intervention logs; RDA Reports; TAPR</p>
<p>3. Implement and evaluate the academic support and instructional intervention for students identified as Gifted and Talented to enhance the learning capacity and enrich their academic potential (Title I SW Elements: 2.5) (Target Group: All,ECD,GT) (Strategic Priorities: 2,3) (ESF: 4,4.1,5,5.1)</p>	<p>Assistant Principal, Counselor, Director of Curriculum and Instruction, Director of Special Programs, Principal, Teachers</p>	<p>8/2022-6/2023</p>	<p>(F)ESEA, Title I, Part A, (F)Title II A Principal/Teacher Train & Recruit, (S)State Compensatory Education, (S)State Gifted and Talented</p>	<p>Criteria: Increase in project-based student outcomes Summative - Observations from administrators and teachers; professional development agendas and participation logs; student performance records; performance data</p>
<p>4. Provide support services for students in the early childhood grade levels identified for special education services (Title I SW Elements: 2.2,2.3,2.6,3.1) (Target Group: SPED,PRE K,K) (Strategic Priorities: 2) (ESF: 2,2.1,3,3.3,5,5.4)</p>	<p>Assistant Principal, Counselor, Director of Curriculum and Instruction, Director of Special Programs, Principal, Superintendent, Teachers</p>	<p>8/2022- 6/2023</p>	<p>(F)ESEA, Title I, Part A, (F)IDEA B Formula - Special Education, (F)IDEA B Preschool - Special Education, (S)Local Funds</p>	<p>Criteria: PEIMS reports on student enrollment in EE, PreK, K; Student-teacher ratios; Staffing rosters</p>

JIM HOGG COUNTY ISD

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.

Objective 4. Increase the academic achievement of students serviced through special populations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Provide professional development for staff working with and identification of early childhood education students for special education referrals and support services. (Title I SW Elements: 2.2,2.4) (Target Group: SPED,PRE K,K,1st) (Strategic Priorities: 1) (ESF: 1,1.2,5,5.2)	Assistant Principal, Counselor, Director of Curriculum and Instruction, Director of Special Programs, Lead Teachers, Principal	8/2022- 6/2023	(F)ESEA, Title I, Part A, (F)IDEA B Formula - Special Education, (F)IDEA B Preschool - Special Education, (F)Title II A Principal/Teacher Train & Recruit, (S)State Compensatory Education, (S)State Special Education	Criteria: Professional development agenda and teacher participation records; classroom observations
6. Provide services for English Learners through Shared Service Arrangement with external service provider. (Title I SW Elements: 1.1,2.6) (Target Group: BI,ESL,AtRisk) (Strategic Priorities: 2) (ESF: 3,3.3,5,5.3,5.4)	Assistant Principal, Counselor, Director of Special Programs, Principal	8/2022 - 6/2023	(F)ESEA, Title I, Part A, (F)Title III, Part A, (S)State Bilingual / ESL	Criteria: Service Agreement

JIM HOGG COUNTY ISD

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.

Objective 1. Increase student progress in core areas of RLA and Math

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Implement instructional support strategies and evaluate the academic progress of identified students in need of targeted and individual intervention for STAAR, STAAR EOC, STAAR ALT2, and TELPAS readiness and performance (Title I SW Elements: 1.1,2.1,2.2,2.6,3.2) (Target Group: All,H,W,ECD,BI,ESL,EB,SPED,CTE,AtRisk,Dys,HS,504) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal, Campus Testing Coordinator, Counselor, Director of Curriculum and Instruction, Director of Special Programs, District Testing Coordinator, Lead Teachers, Parents, Principal, Students, Superintendent, Teachers</p>	<p>8/2022-6/2023</p>	<p>(F)Carl Perkins, (F)ESEA, Title I, Part A, (F)IDEA B Formula - Special Education, (S)High School Allotment, (S)Local Funds, (S)State Bilingual / ESL, (S)State Career and Technology, (S)State Compensatory Education, (S)State Gifted and Talented, (S)State Special Education</p>	<p>Criteria: Increase on student academic performance</p> <p>Summative - Student Data Management system reports; State Accountability Reports; TAPR Reports</p>
<p>2. Implement and utilize instructional planning resources, assessments, and systems to facilitate a rigorous academic curriculum and instructional focus throughout the district. (Title I SW Elements: 2.5) (Target Group: All,H,W,ECD,BI,ESL,Migrant,EB,SPED,CTE,AtRisk,Dys,HS,504) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,5,5.1,5.2,5.3)</p>	<p>Assistant Principal, Campus Librarian, Counselor, Director of Curriculum and Instruction, Master Teachers, Principal, Teachers</p>	<p>8/2022-6/2023</p>		<p>Criteria: Increase in student performance; Increase in curriculum implementation</p> <p>Summative - Professional development agendas and participation logs; Classroom observations; PLC documentation and support; Curriculum-based assessments (CBAs); Texas Formative Assessment Reports (TFAR); State assessment released-exams</p>

JIM HOGG COUNTY ISD

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.

Objective 2. Provide high-quality support and intervention for all core content areas through Response to Intervention Tier-level tutorials and initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Implement processes and procedures and evaluate internal data validation monitoring activities to ensure accurate student data reported on PEIMS (Title I SW Elements: 2.6) (Target Group: All,ECD,BI,ESL,Migrant,EB,SPED,GT,CTE,At Risk,HS,504) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,5,5.3,5.4)</p>	<p>Assistant Principal, Campus Testing Coordinator, Counselor, Director of Curriculum and Instruction, Director of Special Programs, District Testing Coordinator, PEIMS Clerk, Principal, Superintendent</p>	<p>8/2022-6/2023</p>	<p>(S)Local Funds, (S)State Bilingual / ESL, (S)State Career and Technology, (S)State Compensatory Education, (S)State Gifted and Talented, (S)State Special Education</p>	<p>Criteria: District validation reports and PEIMS submissions are cleared of potential error or fatal indicators</p> <p>Summative - Campus data validation reports; PEIMS documentation; State assessment determinations</p>
<p>2. Utilize grade level assessments and growth measures to target and create action plans that address student progress by campus and subject. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,5,5.1,5.2,5.3,5.4)</p>	<p>Director of Curriculum and Instruction, Master Teachers, Principal, Teachers</p>	<p>8/2022-6/2023</p>	<p>(F)ESEA, Title I, Part A, (S)Local Funds</p>	<p>Summative - Accountability Report TAPR Report CBA Data Benchmark Data DMAC</p>

JIM HOGG COUNTY ISD

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.

Objective 1. The district will employ fully certified teachers in every content area, or locally certify qualified staff through the District of Innovation process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district will recruit and retain highly effective staff with a potential salary increase and supplemental pay opportunities for completion of duties outside of the contracted work days through ACE. The district will also utilize incentive pay options, recruitment bonus and retention bonus. The district will submit data to TEA for possible pay increases through the Teacher Incentive Allotment. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1)</p>	<p>Director of Curriculum and Instruction, Principal, Superintendent</p>	<p>8/2022-6/2023</p>	<p>(F)21st Century Grant, (F)ESEA, Title I, Part A, (F)IDEA B Formula - Special Education, (F)IDEA B Preschool - Special Education, (F)Title II A Principal/Teacher Train & Recruit, (F)Title IV, Part A, Subpart 1, (F)Title VI, Part B Rural/Low Income, (S)Local Funds, (S)State Bilingual / ESL, (S)State Career and Technology, (S)State Compensatory Education, (S)State Gifted and Talented, (S)State Special Education</p>	<p>Criteria: Certification Status DOI Plan Summative - Records management TAPR Reports Teacher and Staff retention</p>
<p>2. Provide ongoing professional development and incorporate teacher coaching models. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1)</p>	<p>Director of Curriculum and Instruction, Director of Special Programs, Principal, Superintendent</p>	<p>8/2022-6/2023</p>	<p>(S)Local Funds</p>	<p>Criteria: Formative - Professional Development Logs</p>

JIM HOGG COUNTY ISD

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.

Objective 2. Staff development will be provided in all subject areas to improve instructional/motivational strategies, technology skills, and classroom methodologies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing professional development to teachers, administrators, and counselors in effective instructional accountability strategies with an emphasis on critical thinking/problem solving skills, differentiated instruction, the integration of instructional technology resources and platforms, accountability, and instructional leadership via opportunities from the regional education service center, educational associations, and other relevant conferences applicable to district needs. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2.1)	Director of Curriculum and Instruction, Director of Special Programs, Principal, Superintendent	8/2022-6/2023	(F)ESEA, Title I, Part A, (F)Title II A Principal/Teacher Train & Recruit, (F)Title IV, Part A, Subpart 1, (F)Title VI, Part B Rural/Low Income, (S)State Bilingual / ESL, (S)State Career and Technology, (S)State Compensatory Education, (S)State Gifted and Talented, (S)State Special Education	Criteria: Professional development certificates and participation logs Summative - Staff development; Classroom observation and evidence of instructional strategies
2. Staff development will be provided to all teachers and staff on digital citizenship, school culture, climate, social/emotional learning, and safety/security practices. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Assistant Principal, Counselor, Director of Curriculum and Instruction, Parents, Principal, Superintendent	8/2022-6/2023	(S)Local Funds, (S)State Compensatory Education	Criteria: Professional development certificates Summative - Staff development sign-in sheets; Classroom observation of instructional initiatives; safety audits
3. Instructional Staff and Administrators will be trained on IEP, 504 Plan, and RTI development and applications, modifications, accommodations, assessments, eligibility, and referral process. (Title I SW Elements: 2.6) (Target Group: SPED,Dys,504) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2.1,5,5.4)	Assistant Principal, Counselor, Director of Curriculum and Instruction, Director of Special Programs, Principal, Teachers	6/2022-8/2023	(F)IDEA B Formula - Special Education, (F)IDEA B Preschool - Special Education, (F)Title II A Principal/Teacher Train & Recruit, (S)Local Funds, (S)State Special Education	Criteria: Professional Development certificates Summative - Records management - Sign-in sheets Classroom observation of instructional initiatives
4. The district will implement the Professional Learning Community (PLC) Model and effectively monitor teacher and student performance and outcomes. (Title I SW Elements: 2.2,2.5,2.6) (Target Group:	Assistant Principal, Counselor, Director of Curriculum and Instruction, Director of Special Programs, Master Teachers, Principal, Superintendent,	8/2022-6/2023	(F)ESEA, Title I, Part A, (F)Title II A Principal/Teacher Train & Recruit, (F)Title VI, Part B Rural/Low Income, (S)Local Funds	Criteria: PLC participation logs and agenda Summative - Records management, sign-in sheets,

JIM HOGG COUNTY ISD

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.

Objective 2. Staff development will be provided in all subject areas to improve instructional/motivational strategies, technology skills, and classroom methodologies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All, H, ECD, ESL, EB, SPED, GT, CTE, AtRisk, Dys, 504) (Strategic Priorities: 1) (ESF: 2,2.1)	Teachers			agendas; Implementation of PLC action plans; Classroom observations
5. Administrators trained in T-TESS/T-PESS will implement Instructional Rounds protocols to provide instructional coaching and teacher mentoring programs and feedback to staff members to improve and enhance the delivery, content and cognitive engagement of students through learning tasks. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1)	Assistant Principal, Director of Curriculum and Instruction, Director of Special Programs, Master Teachers, Principal, Superintendent, Teachers	8/2022-6/2023	(F)Title II A Principal/Teacher Train & Recruit, (S)Local Funds	Summative - Records management DMAC
6. Provide opportunities for paraprofessionals and non-certified teachers to participate in certification preparation classes and support for meeting and passing the state's certification assessments. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Principal	Aug. 2022-May 2023		Criteria: Increase the number of certified teachers
7. Implement a consistent and districtwide discipline management program with professional development on discipline management to maximize learning in the classroom. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Assistant Principal, Principal, Teachers	08/22 - 06/23	(F)ESEA, Title I, Part A, (S)Local Funds	Criteria: Reduction in discipline referrals, attendance

JIM HOGG COUNTY ISD

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.

Objective 1. Campuses will maintain a safe and orderly environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that campuses develop, maintain, review regularly and implement an Emergency Operation Plan and Safe Schools Plan to account for everyone entering and exiting all school and district facilities, as well as to initiate random drug searches by the K-9 unit. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (ESF: 3,3.3)	Assistant Principal, Director of Facilities, District Police, Principal, Superintendent	8/2022-6/2023	(F)Title IV, Part A, Subpart 1, (S)Local Funds	Criteria: Safety Audit implementation logs Summative - Records management, meeting agendas
2. The district will increase efforts to address and prevent incidents of bullying by incorporating online reporting, prevention programs, intervention tools and staff professional development on school climate issues, social/emotional learning, and behavior/mental health, and parental engagement activities to support positive behaviors and academic success (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal, Assistant Principal(s), CCMR Facilitator, CIS Personnel, Community Engagement Specialist, Counselor, Director of Facilities, District Police, GEAR UP Personnel, Lead Teachers, Parents, Principal, Students, Superintendent, Teachers	8/2022-6/2023	(F)Title IV, Part A, Subpart 1, (F)Title VI, Part B Rural/Low Income, (S)Local Funds	Criteria: Implementation of social-emotional learning activities Summative - Records management
3. Provide more hearty afterschool snacks for students who attend afterschool tutoring and interventions. (Title I SW Elements: 1.1) (Target Group: All,ECD,AtRisk) (ESF: 3,3.3)	Director of Facilities, Principal	Aug. 2022-May 2023		Criteria: Increase in attendance during afterschool tutoring programs
4. Provide sensory room for autistic students to successfully meet their sensory needs and reduce behavior incidents. (Target Group: SPED,504)	Assistant Principal, Counselor, Director of Special Programs, Principal	Aug. 2022-May 2023	(F)ESSER I, II, III, (F)IDEA B Formula - Special Education	Criteria: Reduction in behavior incidents among autistic students
5. Provide building and facility upgrades and updates for safety and security of students and staff. (Target Group: All)	Assistant Principal, Custodial Staff, Director of Facilities, District Police, Principal	8/2022-6/2023	(F)ESSER I, II, III, (F)Title IV, Part A, Subpart 1, (O)Local Districts, (S)Local Funds	Criteria: Increase attendance with safer learning environment

JIM HOGG COUNTY ISD

Goal 5. Create a Positive District Culture - JHCISD will serve to create a powerful sense of community and a shared vision among all stakeholders.

Objective 1. Increase parent engagement PK-12 districtwide.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. JHCISD will provide opportunities for effective school-parent engagement through: parent/teacher conferences, campus outreach activities, parent training/meetings, Annual Title I meeting, training on STAAR/EOC exams, ACE/GEAR-UP program activities and public information efforts. The district will also utilize Communities in Schools partnership. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,1.1,1.2)</p>	<p>ACE Program Director, ACE Site Coordinator, Assistant Principal, Counselor, GEAR UP Personnel, Nurse, Principal, Teachers</p>	<p>8/2022-6/2023</p>	<p>(F)21st Century Grant, (F)ESEA, Title I, Part A</p>	<p>Criteria: Parent engagement Summative - Agendas, sign-in sheets</p>
<p>2. Parents will be trained on and be able to monitor their child's academic progress through web-based platforms and systems to communicate their child's progress: Gradebook parent portal and the Texas Assessment Management System Student/Parent Portal. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)</p>	<p>ACE Program Director, ACE Site Coordinator, Assistant Principal, Community Engagement Specialist, Counselor, Parents, Teachers</p>	<p>8/2022-6/2023</p>	<p>(F)ESEA, Title I, Part A, (S)Local Funds</p>	<p>Summative - Records management TAMS Gradebook</p>
<p>3. All campuses will increase daily attendance by ADA percentages by grade level and totals and implement campus incentive initiatives to achieve daily attendance rates aligned to the district's goals and targets. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)</p>	<p>Assistant Principal, Counselor, Parents, PEIMS Clerk, Principal, Students, Superintendent</p>	<p>8/2022-6/2023</p>	<p>(F)ESEA, Title I, Part A, (S)Local Funds</p>	<p>Criteria: Increase of student attendance Summative - Records management PEIMS TAPR Report</p>
<p>4. Parents will have opportunities to be involved in the decision making committees for district initiatives to include the comprehensive needs assessment, parent engagement policy, and the district improvement plan. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.2,3.3,3.4)</p>	<p>ACE Family Engagement Coordinator, ACE Program Director, ACE Site Coordinator, Assistant Principal, Counselor, Lead Teachers, Parents, Principal, Teachers</p>	<p>8/2022-6/2023</p>	<p>(F)ESEA, Title I, Part A, (S)Local Funds</p>	<p>Criteria: Increase in parent involvement and school volunteer needs Summative - Records management, sign-in sheets, agendas</p>

JIM HOGG COUNTY ISD

Goal 5. Create a Positive District Culture - JHCISD will serve to create a powerful sense of community and a shared vision among all stakeholders.

Objective 2. Increase positive school climate and culture through student activities in grades PK-12.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Campuses will develop, promote, and evaluate student extracurricular programming and activities with learning opportunities, academic and enrichment clubs, organizations and outreach efforts. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)</p>	<p>ACE Program Director, ACE Site Coordinator, Assistant Principal, Athletic Director, Campus Librarian, CIS Personnel, Counselor, Director of Curriculum and Instruction, Director of Special Programs, GEAR UP Personnel, Master Teachers, Parents, Principal, Students, Superintendent, Teachers, UIL Coordinator(s)</p>	<p>8/2022-6/2023</p>	<p>(F)21st Century Grant, (F)Carl Perkins, (S)High School Allotment, (S)Local Funds, (S)State Bilingual / ESL, (S)State Career and Technology, (S)State Compensatory Education, (S)State Gifted and Talented</p>	<p>Criteria: Increase in student involvement and engagement in extra-curricular and co-curricular activities</p> <p>Summative - Sign-in sheets, ACE Program Data Participation Surveys</p>
<p>2. The districts communication efforts will be strengthened by celebrating the success of the school district through various outlets. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.3,3.4)</p>	<p>ACE Site Coordinator, Assistant Principal, Director of Curriculum and Instruction, Director of Facilities, Director of Special Programs, District Librarian, GEAR UP Personnel, Lead Teachers, Principal, Superintendent, Teachers, UIL Coordinator(s)</p>	<p>8/2022-6/2023</p>	<p>(S)Local Funds</p>	<p>Criteria: School Messenger and Social Media Postings</p>

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

TEA TAPR Report

Demographics Strengths

Total Students 1,073

Students w/ Disciplinary Placements (2018-19) 3.8%

(Data from 2019-2020 TAPR)

Students with Intellectual Disabilities 34.6%

Students with Physical Disabilities 21.5%

Students with Autism**%

Students with Behavioral Disabilities 25.2%

Attendance rate is currently at 93.7% with a goal to increase to 95% district-wide.

Drop-out rate 0.0% (7-8 grade), 0.9% (9-12 grade). Graduation rate remains steady at 93.3%. The district goal is to increase to 95% or higher.

22-23-1,073-COVID were homeschool which impacted the enrollment

Increase in ECE in Special Ed, more students identified, students EE eligible for Special Ed services, impacting elementary for staffing meeting needs of EE students, principal working to accommodate students, need additional staffing at elementary school

2020-2021-TAPR

Student Enrollment 1,073

K-1 180

2-3 170

4-5 143

6-8 276

9-12 327

%Hispanic 97.5%

Comprehensive Needs Assessment

Demographics Strengths (Continued)

%African American 0.4%
%White 1.6%
%Asian 0.3%
%Pacific Islander 0%
%Other 0.1%

%Economically Disadvantaged 87.3%
%English Learners 7.1%
%At-Risk 53%
%Immigrant 0%
%Foster Care 0%
Special Education 9.8%

Demographics Needs

Special Education population continues to increase with many needs for social and emotional learning and behavior supports.

Demographics Summary

District demographics remain steady with no major shifts in enrollment or sub population.

Student Achievement

Student Achievement Data Sources

TEA TAPR Report

Student Achievement Strengths

Comprehensive Needs Assessment

Academic gains were evident in 3rd, 5th, 6th, 7th Grade Math and Reading with slight gains in 8th grade Reading as compared to previous school year.

Academic gain in all EOC areas (Algebra, English I, English II, Biology and US History).

All grades all subjects increased 6% on Meets Grade Level.

All grades ELA/Reading increased 6% on Meets Grade Level.

All grades Math increased 6% on Meets Grade Level.

All grades Science increased 4% on Meets Grade Level.

Student Achievement Weaknesses

4th Writing remains a deficiency. While there was an increase of students at the approaches and masters level, there was decrease of 1% at the Meets level. Overall, there is weakness in the area of social studies as indicated in the ALL Grades Social Studies decrease at Meets standard.

Student Achievement Needs

Academics: Need to improve literacy skills in all grade levels to include writing, comprehension; Phonics at Pre-K and K, focus on the foundation will close gaps for future learning. Social Studies performance was reviewed and identified as a need for additional assistance. Additional support is needed to increase performance on STAAR social studies assessments.

Tutoring is a need that is provided through ACE. Summer academic and enrichment programs are also needed.

Teacher training on effective best practices and progress monitoring will be ongoing.

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Needs

There is a need for social/emotional skill development throughout the district. There has been an increase in students diagnosed with an emotional disability, autism, and/or a learning disability.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Highly Qualified Staff
Project RISE Data

Staff Quality, Recruitment and Retention Strengths

Year 5 of participation in the Project RISE grant has increased Staff Quality, Recruitment and Retention efforts. The grant has provided training and support for teachers, specifically 0-3 year teachers. The district has implemented a strong coaching model to build teacher capacity and created teacher leadership roles. Through the aid of the grant, recruitment incentives are offered, and the district has offered a retention bonus for the past three years.

As part of HB3, teachers and auxiliary staff received pay raises that are more competitive with area districts.

Staff Quality, Recruitment and Retention Weaknesses

The district continues to face the challenge of a strong candidate pool for high demand areas due the rural nature of the district.

Staff Quality, Recruitment and Retention Needs

Comprehensive Needs Assessment

TAPR-20-21
Total Staff 172
Teachers 81
Paraprofessionals 10
Campus Administration 6
%Hispanic 93.8%
%White 6.2%
%African American 0%
%Pacific Islander 0%
%Asian 0%
%Native American 0%

Small rural school districts-lack of access to certified teachers; some staff are not credentialed which is hard to staff positions; long term subs, strategic in funding to teach course work; goals to employ teachers; SPED positions are hard to employ, district innovation status that has helped, continual challenge to fill slots in areas to staff, use long-term subs; begin partnership with TAMU non-certified teachers to gain certifications; will help students to graduate and join a cohort 60-day period with a baseline test with instruction and test again; target deficiency to get fully certified teacher; TCLAS Decision with candidates grow your own, teachers with Bachelors degree and ACP program need support with passing certification test

Superintendent has been strategic to review funding and enrollment to determine staffing, master teachers that are now lead teachers to help with their pedagogy and help with instruction, about 20-23 teachers; supported with ESC1 with Project RISE with lots of opportunity to build capacity with teachers; funding was effective with PD and PLCs-need to look for additional funds to continue the success of these projects

Staff Quality, Recruitment and Retention Summary

Overall, the district has implemented programs for quality staff, recruitment and retention. Potential TEA grants such as the Teacher Incentive Allotment and Instructional Leadership Grants will aid in furthering the progress.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Observation/Walkthrough/Evaluation Data
Professional Development Logs
Standardized Tests

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

The district continues to align curriculum standards and utilized the TEKS resource system. TEKS checklist are completed each six weeks by teachers. Staff has performed exceptionally well in the adaptation to COVID-19. The district invested in professional development and coaching in technology delivery methods for remote learning.

Curriculum, Instruction and Assessment Needs

CCMR-The Career & Technical Education programs provide staff and support resources. Two new programs were introduced, Health Science and Welding. Students receive industry license in welding. The Carl Perkins Reserve Grant was awarded and will provide funds to pay for students' license fees. There is a need to pay for additional testing costs: ACT, SAT, TSI, etc. Funds are needed to pay for dual credit courses, tuition, books, and supplies. Dual Credit partnership is with Coastal Bend College.

Pre-K 4 program is in place but not all students who enter Kindergarten attended Pre-K program based on eligibility.

Science performance was reviewed and identified as a need for additional assistance. Additional support is needed to increase performance on STAAR science assessments.

Family and Community Involvement

Family and Community Involvement Data Sources

Parent Participation

Family and Community Involvement Needs

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

Parent Engagement: ACE afterschool program provides a robust program for parent engagement and student academic support services. This program has been a valuable resource and effective to support struggling students. Each campus has a PTO program. Parents show up for all school events. ACE program is a five year program and it is currently in year one of the program.

School Context and Organization

School Context and Organization Data Sources

District Policies
Parent Participation
PEIMS Reports

School Context and Organization Strengths

The district has strong support structures in place to support leaders and teachers. The district works collaboratively to create schedules that are conducive to student programming. District leaders practice responsive decision making and create opportunities for teacher feedback.

The district maintains a healthy image with strong traditions and organizations.

School Context and Organization Needs

The district is working on creating stronger communication tools to engage parents and community.

Comprehensive Needs Assessment

Technology Data Sources

Multi-Year Trends

Technology Strengths

As a result of needs due to COVID-19, the district was able to leverage funds to purchase additional devices. The district now maintains a 1:1 ratio. The district was able to participate in the TEA Bulk Order process to acquire hotspot mobile devices for students in remote learning.

Technology Weaknesses

Hotspot devices are costly and it will be difficult to sustain for the district. Some areas of the community have limited connectivity.

Technology Needs

Technology: Maintenance is necessary to sustain internet and wireless access and usage required for full technology integration. A new server was integrated as part of the bond to address some of the technology needs. IMA and Carl Perkins Reserve funds will provide technology for CTE. Teachers and staff need continued training on technology integration methods. There is an ongoing need to maintain and upgrade equipment and software.

Remote instruction remains an obstacle due to sustainability and student accessibility issues.

Jim Hogg County ISD-2022-23 Comprehensive Needs Assessment-10/4/22 4:00 pm

1=Demographics, 2=Student Achievement, 3=School Culture & Climate, 4=Staff Quality, Recruitment & Retention, 5=Curriculum, Instruction, & Assessment, 6=Family & Community Engagement, 7=School Context & Organization, 8=Technology

Demographics

	2019-2020	2020-2021	Needs
Student Enrollment	1,150	1,138	22-23-1,073-COVID were homeschool which impacted the enrollment Increase in ECE in Special Ed, more students identified, students EE eligible for Special Ed services, impacting elementary for staffing meeting needs of EE students, principal working to accommodate students, need additional staffing at elementary school
K-1	192	180	
2-3	167	170	
4-5	159	143	
6-8	268	276	
9-12	317	327	
%Hispanic	97.3%	97.5%	
%African American	0.3%	0.4%	
%White	2.2%	1.6%	
%Asian	0.1%	0.3%	
%Pacific Islander	0%	0%	
%Other	0.1%	0.1%	

	2019-2020	2020-2021	Needs
%Economically Disadvantaged	85.2%	87.3%	Free lunch and breakfast is a benefit, high school has breakfast in cafeteria, need for transportation for Special Ed, ESSER provide additional buses to get students to school safely, some students who do not fall under SPED and still a need for transportation for non-SPED; afterschool program ACE-provide snacks; provide a more hearty snack that will help students be apart of the program and stay longer; regular tutorials more hearty snacks to

Jim Hogg County ISD-2022-23 Comprehensive Needs Assessment-10/4/22 4:00 pm

			encourage students to stay longer; the number of students increased for tutorials and need continues to provide more hearty snack
%English Learners	7.8%	7.1%	Continue to see a drop this school year; applauding elementary school for eligibility components of ESL; decreasing ELs, students identified provide instructional support and state assessments; working to use SIOP strategies; ESC1-to become certified; principals strategize master schedules for EL programs; see progress for ELs to be reclassified into the regular program; numbers will continue to drop in EL and work towards reclassify; ESC1 is Title III administrator for support; SSA funding provides program specialist with a contact person for liaison with parents
%At-Risk	45.8%	53%	School district uses accelerated instructional planning, attended accelerated learning with ESC1 to identify strong lesson planning for higher level thinking, as a result of COVID HB4545 in post COVID campuses are doing more on accelerated plans for instruction, know students who have been unsuccessful are getting services based on efforts of identification; lost kids from COVID with option to remote-applied for optional flexible school day program, got notification of approval for flex day, goal is to bring back students lost during COVID with an optional schedule to get credits
%Immigrant	0%	0%	N/A
%Foster Care	0%	0%	N/A
Special Education	9.3%	9.8%	Elementary increase in EE population, Office of SPEC Prog. Increase/Focus on dyslexia, autism, non-categorical matters, students referred for dyslexia need tracking, increase in SPED, dyslexia-worked with TEA with Amplio utilized IDEAARP funding-purchase online curriculum, all campuses have hard-copy curriculum, seamless transition from online to hardcopy curriculum, focus on communication with parents with dyslexia,

Jim Hogg County ISD-2022-23 Comprehensive Needs Assessment-10/4/22 4:00 pm

			employing communication, parents who pursued IDEA and stayed with section 504
# of Students with Intellectual Disabilities	37	39	
# of Students with Physical Disabilities	23	21	
# Student Behavioral Disabilities	27	30	Steady increase in ID, sensory rooms are now available with ID and autism to help calm down for principals to provide access to cooling off periods; high concern strong implementation on students eligible for STAAR alt testing need designation-put district in position to meet compliance with STAAR alt testing, what are we doing to take on grade level assessment, resource classes more collaboration between teachers and parents; teachers understand how to make accommodations in classroom
# Autism	N/A	N/A	Total number 18% identified with autism, provide structured learning environment, on grade levels and addressing their SEL needs.
Student Mobility	6.9%	9.4%	
Student Attrition		4.7%	

Attendance/Drop-out

	2019-2020	2020-2021	Needs
Attendance	93.7%	97.8%	May see a drop in attendance without the option of remote learning with students still getting COVID
PEIMS Discipline	98-in school suspension	18-in school suspension	May see an increase in discipline due to all students returning back to school without remote learning option available; autism

Kindergarten Readiness (Curriculum, Instruction, Assessment, Classroom Management)

	2018-2019	2019-2020	Needs
Assessed Students in Kinder-% Ready		9.7%- Retention rate	Implemented new intervention program at elementary, more communication between teachers and master teachers, more data

Jim Hogg County ISD-2022-23 Comprehensive Needs Assessment-10/4/22 4:00 pm

			meetings to meet the needs of students, more progress monitoring, continue training with intervention program-coaching in the classroom, teachers are able to meet with interventionists and discuss the needs and how to improve instructional strategies; classroom management is handled well; teachers handle discipline in the classroom; kinder teachers to high school implemented Reading Horizons-prepare students with word and letter recognition, readiness has shown effectiveness, consistency and data driven instruction great success

1=Demographics, 2=Student Achievement, 3=School Culture & Climate, 4=Staff Quality, Recruitment & Retention, 5=Curriculum, Instruction, & Assessment, 6=Family & Community Engagement, 7=School Context & Organization, 8=Technology

Staff Profile

	2019-2020	2020-2021	Needs
Total Staff	191	166	172 total staff-22-23 Small rural school districts-lack of access to certified teachers; some staff are not credentialed which is hard to staff positions; long term subs, strategic in funding to teach course work; goals to employ teachers; SPED positions are hard to employ, district innovation status that has helped, continual challenge to fill slots in areas to staff, use long-term subs; begin partnership with TAMU non-certified teachers to gain certifications; will help students to graduate and join a cohort 60-day period with a baseline test with instruction and test again; target deficiency to get fully certified teacher; TCLAS Decision with candidates grow your own, teachers with Bachelors degree and ACP program need support with passing certification test
Teachers	87	81	Superintendent has been strategic to review funding and enrollment to determine staffing, master teachers that are now lead teachers to help with their pedagogy and help with instruction, about 20-23 teachers; supported

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			with ESC1 with Project RISE with lots of opportunity to build capacity with teachers; funding was effective with PD and PLCs-need to look for additional funds to continue the success of these projects
Paraprofessionals	12	10	
Campus Administration	6	6	
%Hispanic	94.3%	93.8%	
%White	5.7%	6.2%	
%African American	0%	0%	
%Pacific Islander	0%	0%	
%Asian	0%	0%	
%Native American	0%	0%	
Teachers	State	2020-2021	
Bachelor's Degree	73%	78.1%	Most teachers have Bachelor's degree, CTE teachers are exception,
Master's Degree	25%	21.9%	Project RISE provided support for teachers, need to continue program; areas improve to build leadership capacity and create a pipeline in administration locally; masters in administration; at elementary several teachers work on masters in leadership
Doctorate	.7%	0%	

Teachers	State	2020-2021	Needs
Beginning Teachers	6.7%	0%	
1-5 Years	27.8%	19.8%	
6-10 Years	20.3%	14.9%	
11-20 Years	29.1%	29.3%	
Over 20 Years	13%	27.3%	

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Teacher Salaries	\$57,641	\$53,664	Board increased starting salary \$50,000 all teachers got about \$6000 pay increase in new budget
Teacher Turnover Rate	14.3%	11.4%	Most staff are local to Hebbronville, services from ESC1 and mentorship, continuous PD support for teachers, increase teacher pay has been effective to keep teachers; due to PD and teacher pay scales

State Assessment Performance

All Grade Levels- Approaches	2019-2020	2020-2021	Needs
Reading	67%	61%	Growth in all content areas due to campus ratings, and A rating, continue building what accountability is and look at secure B and A at campuses and the district, how to measure academic progress will help to understand what progress monitoring means
Math	80%	59%	
Writing	51%	48%	
Science	75%	56%	
All Grade Levels- Meets	2019-2020	2020-2021	Needs
Reading	34%	34%	
Math	46%	31%	
Writing	23%	16%	
Science	40%	29%	

Safety and Security-upgrading all cameras systems, doors are in progress some are being replaced, additional doors need to be replaced in the district, work installing security gates, raptor system for all employees to have on their phones and laptops for lock-down and what is happening and steps to take, alarm systems with specific doors with alert, installing keypad entry doors, locked without a key and passcodes to move through more doors, training at beginning school year stop the bleed kits throughout the

district, firstaid backpack, training on standard response protocol, fire drills to lock downs

Professional Development needs-special education new STAAR redesign additional training; include early dismissal with fluency and transition and blueprints with new accountability system with ESC1

Parent needs-last year of ACE grant that has contributed to parent engagement in district, seeing consistent patterns of parent involvement, continue to transition out of ACE-sustain level of engagement with outlook to continue activities on campus, school volunteer training, what is expected of volunteers, upon request and need to train-provides a need with an orientation and criminal background check, follow expected chain of command

Technology-increase in technology implementation, immerse in technology, level of commitment to PD for staff and implementation, new teachers how to integrate how to use schoology and google classroom and new staff need training for platforms

Members in attendance

Name/Title/Position/Role