

Hughes Springs ISD

District Improvement Plan

2022-2023

Accountability Rating: A



Mission Statement

The mission of the District is to prepare our children to live and work in the changing future. All students need to master the knowledge, skills, and competencies necessary to interact productively and successfully in a democratic society. Inherent in this purpose is the belief that all students need to develop essential academic skills and acquire a knowledge base on which to build life-long learning. All students can learn if provided an environment of high expectations for academic achievement. Educating our children to be productive in a changing future necessitates an excellent education system.

Vision

Our students respect themselves and others. They have very strong academic, social, and emotional skills allowing them to be happy and responsible citizens. These skills enable them to be productive and make a positive contribution to the District. Our students succeed because we care. We are a family where every person is important. Through open and honest communication, we unify the campus, classroom, and community to support students in their pursuit of success. As positive role models, we support learning through total participation in all areas of education. Our example leads to the success and achievement of this community.

At Hughes Springs ISD we believe....

....in challenging students to be life-long learners

....parents and staff lead by example and should continue to learn

....all students are unique and deserve the opportunity to achieve their potential

....staff, parents, students and community members are responsible for the learning and success of each student

....parental and community involvement are vital to student success

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Goals

Goal 1: Required F1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement with a goal of receiving an A rating in the state accountability system in the 2021-2022 school year.

Performance Objective 1: All students who are tested in the state accountability system will show increased student achievement through growth or mastery with specific goals for third grade being literacy mastery of 49% for Meets and math mastery of 53% for Meets in 2023.

HB3 Goal

Evaluation Data Sources: STAAR results

Strategy 1 Details
Strategy 1: Required S1: A comprehensive needs assessment will be conducted by the District Site-Based Committee (which includes parents, business representatives, community members, and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. Supplies to support all functions of the school will be purchased.
Strategy 2 Details
Strategy 2: Required F2, S1, S10: In order to identify students who may be at risk for academic failure, STAAR/EOC results and other assessment data will be disaggregated (by ethnicity, socioeconomic status, gender, special education and at-risk) using DMAC to determine learning gaps; intervention strategies, including individualized, supplemental online instruction, will be developed to reduce these gaps.
Strategy 3 Details
Strategy 3: Required F3: To provide additional educational assistance to students, paraprofessionals (under the direction of the teacher) will offer small group or one-on-one instruction in classroom settings and, where needed, supply personal care for students.
Strategy 4 Details
Strategy 4: Required S4, F3: Researched-based programs, strategies, and materials to help all students meet the challenging State academic standards in all subjects will be provided.
Strategy 5 Details
Strategy 5: Personal Graduation Plans (PGPs) will be modified for all students who fail to pass one or more portions of STAAR/EOC.

Strategy 6 Details

Strategy 6: Required S10, F4: To strengthen academic programs and improve school conditions for student learning, reading and math interventionists will be provided at the Elementary and Junior High Campuses.

Strategy 7 Details

Strategy 7: Required S10, S3, F3: To assist students who are not achieving their full potential, strategies classes at the high school for EOC acceleration in English I, English II, and Algebra I will be in place.

Strategy 8 Details

Strategy 8: Required F3, F4: To strengthen the core academic program and provide opportunities for all children to meet the challenging State academic standards, vertically and horizontally aligned curriculum and instruction will be utilized in all core subjects with resources from TEKS Resource Cooperative, Region 8 ESC training, and supplemental workbooks and textbooks.

Strategy 9 Details

Strategy 9: Required F2, S5, S10: Students who may be at risk for academic failure or dropout will be identified as early as possible in the year and services such as accelerated instruction and after-school tutoring will be in place for them. For students still struggling at the end of the school year, summer school will be provided.

Strategy 10 Details

Strategy 10: Class-size reductions in grades Kindergarten, one, and two, will allow teachers to provide more assistance and more frequent monitoring for the students in their classrooms.

Strategy 11 Details

Strategy 11: Required F4: Administrators and teachers will meet quarterly to evaluate student progress, discuss student needs, determine an appropriate academic assessment schedule (such as benchmarking) and collaborate in regards to instructional strategies that will enable all student to meet the challenging State academic standards.

Strategy 12 Details

Strategy 12: Required F20: To strengthen the reading programs at the elementary and junior high, additional library books and materials will be purchased.

Goal 1: Required F1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement with a goal of receiving an A rating in the state accountability system in the 2021-2022 school year.

Performance Objective 2: Required S4: A varied and challenging curriculum will be offered to meet the needs of all students but especially those students identified for special programs.

Evaluation Data Sources: Master schedules, student schedules

Strategy 1 Details
Strategy 1: Required F12: In an effort to reach more students, a Pre-K program, funded through local, state, and federal resources (including Head Start) will provide instruction for ages 3-5 and support the transition of PreK students into kindergarten.
Strategy 2 Details
Strategy 2: Required F19: Gifted and talented students will be served through a pullout program in K- 5th grades while 6th - 7th grade GT students will have a designated class with a specialized curriculum designed for GT students. The 8th - 12th grade GT students will receive differentiated instruction in all core content classes.
Strategy 3 Details
Strategy 3: Required F1: To provide a multi-disciplinary enrichment program, Camp Invention will be in place as an extended year STEM program at the elementary.
Strategy 4 Details
Strategy 4: Required S4: Dyslexia student learning needs will be addressed through the Scottish Rite program.
Strategy 5 Details
Strategy 5: Required F15, S13: To provide effective transitions for students from junior high to high school, orientation services for eighth grade students will include an informational meeting to help in course selection, "Mustang Camp," and a guided tour of the campus; sixth grade students will attend Colt Camp before enrollment at the Jr. High.
Strategy 6 Details
Strategy 6: Required F1: Fine Arts will be integrated into the course offerings to provide a well-rounded program of instruction to meet the academic needs of all students. Multiple opportunities to participate in fine arts programs will be available during the school day and extra-curricular activities after school will also be available to all students. Music and art teachers will be at all campuses; band directors and theater arts teachers will be at high school and junior high, and a floral design teacher will be at the high school only.
Strategy 7 Details
Strategy 7: Required F1: A school health and wellness program including opportunities for physical activity, counseling, and nutrition services for Prek -12th grades will be maintained to provide a well-rounded program of instruction.

Strategy 8 Details

Strategy 8: Required S4: A bilingual/ESL aide and ESL certified teachers, through sheltered instruction in the classroom, will assist emergent bilingual students in becoming proficient in English and reaching higher academic achievement.

Goal 1: Required F1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement with a goal of receiving an A rating in the state accountability system in the 2021-2022 school year.

Performance Objective 3: Required S8: HSISD will require 100% of the staff to attend professional development to promote professional growth in content area taught.

Evaluation Data Sources: Professional Development Records

Strategy 1 Details
Strategy 1: Professional development in instructional strategies for reading, math, science and writing will be provided through ESC offerings and state/regional conferences such as CAST, CAMT, and Texas Reading Academies.
Strategy 2 Details
Strategy 2: Required S5: Training/information on at-risk students, the causal factors related to dropouts, and procedures for prevention and recovery will be provided.
Strategy 3 Details
Strategy 3: Required S7, F16: Training/information on the discipline management plan, Student Code of Conduct, crisis management, homework/reteaching policies, and grading policies will be provided.
Strategy 4 Details
Strategy 4: Required S4, S7: Staff will be provided with yearly professional development on technology, conflict resolution, classroom management, curriculum alignment, STAAR/EOC instructional strategies and EDGAR.
Strategy 5 Details
Strategy 5: Teachers and staff will be trained in CPR, Stop the Bleed, and/or refresher courses in basic first aid training.
Strategy 6 Details
Strategy 6: Teachers using T-TESS will receive appropriate training to address teacher's area(s) of need.
Strategy 7 Details
Strategy 7: Teachers and administrators will be provided with training on the current assessment, accountability process, and effective data desegregation to inform instruction.
Strategy 8 Details
Strategy 8: Training/information on GT, dyslexia, 504, ESL (including TELPAS testing), at-risk, migrant and SPED students will be provided.

Strategy 9 Details

Strategy 9: Required S8: All teachers will be given opportunities to improve their instruction and broaden their knowledge of the diverse needs of their students, especially Economical Disadvantaged student and African American students, through staff development attendance in all academic areas. Services are contracted through Region VIII Service Center.

Goal 1: Required F1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement with a goal of receiving an A rating in the state accountability system in the 2021-2022 school year.

Performance Objective 4: A district attendance rate of no less than 95.5% will be maintained.

Evaluation Data Sources: Attendance Data from PEIMS

Strategy 1 Details
Strategy 1: Students will be rewarded each semester for perfect attendance.
Strategy 2 Details
Strategy 2: Truancy will be treated as a legal issue, and the district will employ the services of and work closely with appropriate Cass County authorities.
Strategy 3 Details
Strategy 3: Required F10: The district will provide homeless children and youths with counseling services, housing information, personal toiletry items, and tutoring services, as needed, to support their enrollment, attendance, and success.
Strategy 4 Details
Strategy 4: Required S2, S4: Campuses will closely monitor attendance and contact parents of students with excessive absences.

Goal 1: Required F1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement with a goal of receiving an A rating in the state accountability system in the 2021-2022 school year.

Performance Objective 5: 100% of identified Special Education students will be appropriately placed and monitored.

Evaluation Data Sources: RDA Report, Student Achievement/Test Scores,IEPs

Strategy 1 Details
Strategy 1: The requirements for members of the Response to Intervention Teams will be revised and in place in the 2022-2023 school year.
Strategy 2 Details
Strategy 2: The evaluation/re-evaluation process for SPED will be revised annually, as needed to prevent the over-identification of minority subpops .
Strategy 3 Details
Strategy 3: Information/training for staff in the use of state mandated tests for special education students will be provided.
Strategy 4 Details
Strategy 4: The use of supplementary aids in the classroom will be in place to ensure all students' needs are met in the Least Restrictive Environment.
Strategy 5 Details
Strategy 5: The options for the continuum of services based on the students' needs and the least restrictive environment will be in place and monitored.
Strategy 6 Details
Strategy 6: Response to Intervention (RTI) will be implemented prior to Special Education placement.
Strategy 7 Details
Strategy 7: Teaching strategies for Special Education students to take the STAAR test to meet limits on Alternative assessments (per PBMAS) will be implemented.
Strategy 8 Details
Strategy 8: Transition services for Special Education students will be provided to help them move successfully from school to the workplace.
Strategy 9 Details
Strategy 9: Students identified for Special Education will be monitored and assessed according to their IEPs

Goal 1: Required F1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement with a goal of receiving an A rating in the state accountability system in the 2021-2022 school year.

Performance Objective 6: Required S9, S12, S13: All students will be assisted in college, career, and military opportunities with a goal of 85% of graduates meeting the criteria for CCMR in 2023.

HB3 Goal

Evaluation Data Sources: Annual TAPR report

Strategy 1 Details
Strategy 1: Required S13, F15: Students will be assisted in making informed curriculum choices to prepare them for success beyond high school through group and one-on-one meetings.
Strategy 2 Details
Strategy 2: PSAT and PLAN will be funded and administered for all juniors and other interested students in the district.
Strategy 3 Details
Strategy 3: To increase the passing rate on SAT/ACT each year, workshops, such as ACT Boot Camp, and practice resources through the counselor's office will be offered.
Strategy 4 Details
Strategy 4: HSISD will serve as a test site for ACT and strive to provide multiple test dates throughout the school year.
Strategy 5 Details
Strategy 5: Students will be encouraged to achieve National Merit Scholar and test preparation materials will be provided for them.
Strategy 6 Details
Strategy 6: An advanced math program will be in place for qualifying students in grades 6-12.
Strategy 7 Details
Strategy 7: Required F14, F15: The College Academy at the high school will be in place for dual credit courses through NTCC.
Strategy 8 Details
Strategy 8: Advanced ELA classes in grades 8-12 and advanced Science classes in grades 9-12 will be offered.

Strategy 9 Details

Strategy 9: Required F14, F15: To facilitate effective transitions for students from high school to post-secondary education, the district will coordinate with institutions of higher education to provide students with dual enrollment opportunities to earn college credit while in high school.

Strategy 10 Details

Strategy 10: Required F17, F18, S9: To facilitate effective transitions for students from high school to post-secondary careers, all students will have the opportunity to participate in the Career and Technical Education program. Where possible, CTE teachers will integrate CTE activities with the core academic areas. To incorporate experiential learning opportunities (such as nursing and business) and promote skills attainment important to in-demand occupations and industries in the state, field based learning opportunities with area businesses that provide students in-depth interaction with industry professionals will be offered for academic credit.

Strategy 11 Details

Strategy 11: Required S9: For students pursuing a military opportunity, the ASVAB is administered yearly, an ASVAB course is offered, a tutor for the ASVAB is available, military recruiters will frequently be at the school to provide assistance and information, and students are allowed a "college and career" day to visit military recruitment sites and gain further information.

Goal 1: Required F1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement with a goal of receiving an A rating in the state accountability system in the 2021-2022 school year.

Performance Objective 7: Required S5: HSISD will maintain a 0% dropout rate.

Evaluation Data Sources: Annual TAPR Report of Dropout Rate

Strategy 1 Details
Strategy 1: Required S5, F2: An Accelerated Lab for credit recovery and for individualized, instructional assistance for at-risk students will be utilized at the High School. The teacher who serves as the credit recovery program facilitator will monitor student progress and ensure a 0% dropout rate.
Strategy 2 Details
Strategy 2: Required S4, S5: Documentation of each student's participation in the PRS program will be complete, verified and on file in the counselor's office. This includes verification of pregnancy, CEHI teacher's logs, copy of ARD/IEP, if applicable, PRS entry date, date of delivery, doctor's notes, and PRS exit date. Teens who are parents will be eligible to receive additional services to prevent these at-risk students from dropping out of school.

Goal 1: Required F1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement with a goal of receiving an A rating in the state accountability system in the 2021-2022 school year.

Performance Objective 8: 100% of core academic teachers and instructional paraprofessionals will be appropriately certified, and sufficient district personnel for all school functions will be in place.

Evaluation Data Sources: Certification records and staff records

Strategy 1 Details
Strategy 1: Appropriately certified teachers, counselors, and paraprofessionals will be recruited and retained by offering a quality work environment, administrative support and ample professional development opportunities in content knowledge and classroom practices through Region 8 and other providers.
Strategy 2 Details
Strategy 2: Mentoring for first-year teachers through Region 8's New Teacher Orientation Program will be provided.
Strategy 3 Details
Strategy 3: An equitable distribution of inexperienced teachers across grade levels and teaching assignments will occur at each campus when possible.

Goal 2: Hughes Springs ISD will create at least one new partnership with a community organization each year and foster effective parent and family engagement by ensuring 100% of parents are invited each year to be educational stakeholders in their child's learning.

Performance Objective 1: Required F11: Parent and Family Engagement will increase by 10% by providing parents with current, timely information about their child's learning and school events which promote learning.

Evaluation Data Sources: Parent Communication Reports

Strategy 1 Details
Strategy 1: Required F6,F7: Understanding that the current research on parental involvement indicates that predictors of student achievement in school include a home environment that encourages learning with expectations for the child to do well and parents who become involved in the child's education at school, the district has incorporated strategies to lower barriers to parent participation in the school's planning and the child's learning experiences. Parents are encouraged to contact teachers and principals and are welcomed at the school.
Strategy 2 Details
Strategy 2: For SAT/ACT tests, test dates will be publicized and transportation will be provided to test sites.
Strategy 3 Details
Strategy 3: Required F7: School newsletters, newspaper articles, PTO meetings, email, phone, marquee, website, Facebook and other social media will be utilized to communicate with parents.
Strategy 4 Details
Strategy 4: Required F7: School/student achievements will be publicized in the local newspaper(s) and social media.
Strategy 5 Details
Strategy 5: Required F7: Parents will be notified of their students' academic progress including whether the student is in danger of failing for the nine weeks grading period.

Goal 2: Hughes Springs ISD will create at least one new partnership with a community organization each year and foster effective parent and family engagement by ensuring 100% of parents are invited each year to be educational stakeholders in their child's learning.

Performance Objective 2: Parent and Family Engagement will increase by 10% through regular meetings between the school and parents.

Evaluation Data Sources: Sign-In Sheets, Teacher-Parent Conference Logs

Strategy 1 Details
Strategy 1: Required F7,F11: Parents will be invited to serve on the District Site-Based Committee, and their input will be used in district decision making.
Strategy 2 Details
Strategy 2: Required F7, F11: Parents will be invited to attend Title I meetings, Meet the Teacher Night, Open House, Parent Information Nights, and Report Card Pick-Up Nights as permitted by Covid-19 guidelines.
Strategy 3 Details
Strategy 3: Required F7, F11: Parents will be encouraged to participate in the educational process by volunteering, attending award assemblies, attending STAAR Math and Reading Nights, helping with classroom activities, attending extracurricular activities, and attend presentations related to the process of parents becoming fully engaged.
Strategy 4 Details
Strategy 4: Parent/teacher conferences will be held at least twice yearly as permitted by Covid-19 guidelines, and the Parent-School Compact will be discussed.
Strategy 5 Details
Strategy 5: The following activities will be scheduled at the elementary campus: EOY awards, Veteran's Day program, Christmas Music Program, Thanksgiving lunches, Grandparent Lunches, Book Fairs, Open House (spring), Report card pickup (1st six weeks), 2nd grade Thanksgiving play, Dyslexia information Night, Family Science Night, Literacy Night, Meet the Teacher Night as Covid-19 guidelines permit.
Strategy 6 Details
Strategy 6: Required S12, S13, S14: Presentations on scheduling options and graduation plans to prepare students for success beyond high school will be given and information will be posted on the school website and HSISD Facebook page for students, parents, and staff; included will be information concerning the Teach for Texas Grant and the Toward Excellence, Access, and Success Grant (TEXAS) and other higher education financial aid opportunities and admission requirements.
Strategy 7 Details
Strategy 7: The following activities will be scheduled in the upper grades: Veterans Day Program, 8th/12th grade awards and graduation, 7-11th grades awards, pep rallies, book fairs, Prom, Report Card Pickup (1st six weeks), and freshman orientation (Mustang Camp).

Goal 2: Hughes Springs ISD will create at least one new partnership with a community organization each year and foster effective parent and family engagement by ensuring 100% of parents are invited each year to be educational stakeholders in their child's learning.

Performance Objective 3: At least one new partnership with a community organization will be created in the year.

Evaluation Data Sources: Communication Logs with community organizations

Strategy 1 Details
Strategy 1: Information and access to a GED program for community members will be provided.
Strategy 2 Details
Strategy 2: Community organizations will be contacted to serve as educational stakeholders for the district through service on school committees and booster clubs, participation in school-community events such as Veterans Day, and support of school fine arts performances and athletic events.

Goal 3: Hughes Springs ISD will strengthen its curricula, instruction, and administrative programs by broadening the integration of technology into 100% of its classrooms and administrative offices.

Performance Objective 1: Required S6: 100% of teachers will incorporate technology - based lesson plans into instruction to ensure student academic achievement.

Evaluation Data Sources: Lesson Plans

Strategy 1 Details
Strategy 1: Support /technical assistance will be provided in a timely manner for electronic gradebooks, attendance modules, and other classroom technology.
Strategy 2 Details
Strategy 2: Campus-based technology problems will be diagnosed, repaired, reconfigured and/or managed in an expedient manner so that technology-integrated instruction will not be interrupted.
Strategy 3 Details
Strategy 3: The district Technology Integrationist will aid teachers with soft/hardware and provide staff development & technical expertise in the planning & implementation of effective instructional technology.
Strategy 4 Details
Strategy 4: Reliable internet connectivity for online instructional resources will available through the SuperNet 2 Consortium (E-rate discounts will be applied).
Strategy 5 Details
Strategy 5: Emerging technologies will be added to classrooms to enhance instruction.
Strategy 6 Details
Strategy 6: The mobile carts will be upgraded at the elementary campus; the 1:1 student to device ratio will be maintained at the junior high and high school (including CTE classrooms).
Strategy 7 Details
Strategy 7: To increase blended learning and fluency in math and reading, IStation, Renaissance Accelerated Reader, Social Studies Weekly, Flocabulary, IX, Reflex Math, and Facts for All will be utilized to assess and provide individualized instruction for at-risk students and other struggling students. Technology network programs that enhance instruction will be utilized.

Goal 3: Hughes Springs ISD will strengthen its curricula, instruction, and administrative programs by broadening the integration of technology into 100% of its classrooms and administrative offices.

Performance Objective 2: District personnel will be provided with opportunities for technology- related professional development.

Evaluation Data Sources: Increased use of instructional technologies

Strategy 1 Details
Strategy 1: Opportunities for teachers to attend regional and state trainings on instructional technologies will be provided.
Strategy 2 Details
Strategy 2: New staff will be trained on gradebook, DMAC, email, and other district technology systems.

Goal 3: Hughes Springs ISD will strengthen its curricula, instruction, and administrative programs by broadening the integration of technology into 100% of its classrooms and administrative offices.

Performance Objective 3: Required S6: For more efficient processes, all administrative areas/programs will incorporate technology.

Evaluation Data Sources: Technology Reports

Strategy 1 Details
Strategy 1: Central office staff will utilize online programs to enable anywhere access should off-campus processing be required due to the pandemic.
Strategy 2 Details
Strategy 2: Upgrades to district administrative software will be completed regularly, as needed, to remain current with reporting needs.

Goal 4: Hughes Springs ISD will promote a safe and secure environment for all students and staff.

Performance Objective 1: Required F16: 3% fewer discipline referrals will occur as a result of safety/discipline measures in place.

Evaluation Data Sources: PEIMS discipline report

Strategy 1 Details
Strategy 1: Drug dog random searches will occur throughout the school year.
Strategy 2 Details
Strategy 2: Safe and drug free activities, such as Red Ribbon Week, will be in place and supplies and incentives provided through Region 8 SDSF Co-op will be utilized.
Strategy 3 Details
Strategy 3: All students (grades 7-12) who participate in extra-curricular and co-curricular activities and /or who drive on campus will be subject to random drug-testing.
Strategy 4 Details
Strategy 4: Required S7, F16: To reduce the overuse of discipline practices that remove students from the classroom, teachers will utilize prevention-based interventions such as rewards for good behavior and redirection and de-escalation techniques.
Strategy 5 Details
Strategy 5: Required S7: Model Mustangs will be used in grades PK-5 for Character Education along with classroom sessions with counselor.
Strategy 6 Details
Strategy 6: For students removed from the classroom for severe disciplinary infractions, a Disciplinary Alternative Education Program (DAEP) will be in place to provide in-house instruction; this instruction will allow DAEP students to remain on grade level and will help prevent dropouts. For less severe infractions, lunch detention and in-school suspension will be in place.

Goal 4: Hughes Springs ISD will promote a safe and secure environment for all students and staff.

Performance Objective 2: 100% of students and staff will consider HSISD a safe environment.

Evaluation Data Sources: surveys

Strategy 1 Details
Strategy 1: The Emergency Operations Plan to include procedures to follow in such crises as fire, bad weather, bomb threats and intruders will be in place.
Strategy 2 Details
Strategy 2: Required S4, S11: To reduce the threat of student violence, bullying, and suicide, a comprehensive school counseling program will be in place at each campus with a guidance plan (regularly updated) to teach conflict resolution, tolerance, honesty, and concern for others.
Strategy 3 Details
Strategy 3: Required F16, S7: Staff will be trained in classroom management, district discipline plan, student code of conduct, harassment, and discrimination.
Strategy 4 Details
Strategy 4: A School Health Advisory Council, in conjunction with Daingerfield-Lone Star ISD, Chapel Hill ISD, and Pewitt ISD, will be in place to provide coordinated school health advisement concerning student mental health.
Strategy 5 Details
Strategy 5: Required S4, S15: Each campus will provide training for the prevention of and education concerning sexual harassment and other forms of bullying in school, on school grounds, and in school vehicles.
Strategy 6 Details
Strategy 6: District police officers will ensure a safe learning environment for all students and staff. Coordinating with local and state resources, the district police department will maintain memorandums of understanding (MOU) with area law enforcement.
Strategy 7 Details
Strategy 7: Required S4, S15: Students can report dating violence, bullying, sexual harassment and sexual violence through the anonymous online reporting system. (Dating violence is defined as intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person in a dating relationship as defined by Section 71.0021 of the Texas Family Code. Bullying is defined as written or oral expression or physical conduct that a school district's board designee determines. Sexual Harassment is defined as conduct that is severe, pervasive and objectively offensive in such a manner that can be said to deprive the victim or student access to the educational opportunities provided by the school. Sexual violence is defined as sexual assault, sexual abuse, or sexual stalking of a minor child or teenager).

Strategy 8 Details

Strategy 8: Required S4: Per HB 1041, HSISD will maintain a list of links on the district website that provide information regarding the prevention of child abuse and will have an annual staff development on the signs and reporting of suspected child abuse and the legal obligations of educators.

Strategy 9 Details

Strategy 9: Allergy information will be collected on students at the beginning of the year and an Allergy Emergency Action Plan will be developed for students who have serious allergies.

Strategy 10 Details

Strategy 10: Required S16: In accordance with the district's trauma-informed policy, positive behavior interventions and support, including those that integrate best practices on grief-informed and trauma-informed care, will be utilized; campus teams will be trained annually in techniques and research-based practices for providing informed care.

Strategy 11 Details

Strategy 11: Required: Student with mental health issues and/or struggling with emotional well-being will be referred to the at-risk counselor (LPC).

Strategy 12 Details

Strategy 12: Required S4: Required by Senate Bill 9: Dating violence will not be tolerated and should be reported to the campus assistant principal; parents of the alleged victim or perpetrator will be contacted and an investigation will follow. Victims will be referred to the licensed professional counselor for immediate assistance and follow-up. Age-appropriate educational materials on the dangers of dating violence, including resources for students seeking help, will be available.

Strategy 13 Details

Strategy 13: To assist with providing a safer, healthier school environment, clean air supplies and equipment, bottle refill stations, UV lights for the restrooms, and additional custodial supplies/disinfectants will be purchased.

Strategy 14 Details

Strategy 14: To further ensure district security, safety, and security upgrades will be funded and applied to meeting new safety protocols.