Huffman Independent School District

Accountability Rating: C

2025-2026 District Improvement Plan

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Mission Statement

The mission of Huffman Independent School District is to foster a culture in which students and staff are empowered to develop and achieve personal and professional excellence.

Vision

To develop and empower all students and staff.

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Comprehensive Needs Assessment

Demographics

Summary

Huffman ISD is public school district located in Huffman, Texas, an unincorporated area of northeastern Harris County within the Houston Metropolitan area. Huffman ISD serves approximately 3,700 students. Most recent Accountability data from TEA indicates Huffman ISD earned a rating of C for the 2024-2025 school year.

Demographic data from the 21-22 TAPR includes a student population of 3,565. The demographic breakdown by subpopulation is as follows:

African American 3.1%

Hispanic 27.3%

White 66.8%

American Indian 0.4%

Asian 0.5%

Pacific Islander 0.1%

Two or More Races 1.8%

Economically Disadvantaged 41.8%

Non-Educationally Disadvantaged 58.2%

Section 504 Students 8.7%

EB Students/EL 7.9%

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Emergent Bilingual student achievement was disproportionally lower than their peers across all content areas.	A structured bilingual instructional model with supplemental resources was not established or followed with fidelity.

★ = Priority

Student Learning

Strengths

EOC data indicates that Huffman boasts a high achievement rate on Biology, Algebra 1 and US. History End of Course Exams. The Approaches rates across all of the contents listed above surpassed 80%.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Mathematics "Meets" percentages are below the state average.	Teacher capacity in Mathematics instruction utilizing new STAAR question types.
2 ★	Student scores on writing components were disproportionate to reading items on STAAR.	Lack of structured Writing Instructional Model aligned with new STAAR format for Writing integration.
3 ★	Science "Meets" percentages were well below 50% across campuses.	Lack of system for progress monitoring using Science Core TEKS.
4 ★	Students who are falling below expectations continue to fail to meet expectations.	Lack of systemic approach to targeted interventions.

★ = Priority

District Processes & Programs

Summary

Huffman ISD has selected the following Guaranteed Resources for core instruction:

HMH for Reading Language Arts K-5

SAVVAS MyPerspectives Grades 6-12

STEMscopes Math Grades 2-6

STEMscopes Science Grades 1-8

As part of our systemic efforts on targeted intervention we are utilizing Progress Learning.

Strengths

Systemic resources were purchased for all core teachers in the selected grade levels. Ongoing training and support in the planning, preparation and delivery of instruction utilizing those materials is provided by the district academic team.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Disproportionality is evident among the level of rigor in classroom instruction.	Lack of systemic PLC structure and implementation
2 ★	Student Chronic Absenteeism although declined in 24-25 is still high (13.4%)	Ineffective attendance strategies, lack of enforcement of truancy.
3 ★	CCMR rates are declining	Lack of system for monitoring in real time that students are earning their credits.
4 ★	Teacher capacity in delivery of instruction and rigor is disproportionate among staff.	Lack of systemic plan for instructional coaching.
5 ★	Teachers lack capacity in analyzing and interpreting data.	Lack of opportunity for develop of data analysis and data driven instruction.

★ = Priority

Perceptions

Summary

Huffman ISD prides itself on being a tight knit community with very involved stakeholders. As a matter of fact, a large percentage of our staff are also community members. Huffman ISD value stakeholder input and utilizes their annual survey to gather true feedback on all aspects of the district operations in order to improve.

Strengths

Community and staff participation rates on survey were high.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Teachers self reported a lower level in satisfaction with PD opportunities.	Lack of District Menu of Offerings throughout the year.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Emergent Bilingual student achievement was disproportionally lower than their peers across all content areas.	A structured bilingual instructional model with supplemental resources was not established or followed with fidelity.
2	Mathematics "Meets" percentages are below the state average.	Teacher capacity in Mathematics instruction utilizing new STAAR question types.
3	Student scores on writing components were disproportionate to reading items on STAAR.	Lack of structured Writing Instructional Model aligned with new STAAR format for Writing integration.
4	Science "Meets" percentages were well below 50% across campuses.	Lack of system for progress monitoring using Science Core TEKS.
5	Disproportionality is evident among the level of rigor in classroom instruction.	Lack of systemic PLC structure and implementation
6	Student Chronic Absenteeism although declined in 24-25 is still high (13.4%)	Ineffective attendance strategies, lack of enforcement of truancy.

7 ★	Teachers self reported a lower level in satisfaction with PD opportunities.	Lack of District Menu of Offerings throughout the year.
8 ★	Teacher capacity in delivery of instruction and rigor is disproportionate among staff.	Lack of systemic plan for instructional coaching.
9 ★	CCMR rates are declining	Lack of system for monitoring in real time that students are earning their credits.
10 ★	Students who are falling below expectations continue to fail to meet expectations.	Lack of systemic approach to targeted interventions.
11 ★	Teachers lack capacity in analyzing and interpreting data.	Lack of opportunity for develop of data analysis and data driven instruction.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Huffman ISD students will be empowered to lead, succeed and persevere.

Performance Objective 1 ☑ High Priority

Huffman ISD attendance rate will increase to at least 95% for this school year.

Evaluation Data Source: Student attendance data

Strategy 1

Explore contributing factors and consider incentives that motivate students to attend school on a daily basis.

Strategy's Expected Result/Impact: Discover strategies to motivate students to attend school on daily basis

Staff Responsible for Monitoring: Campus administrators

Formative Reviews

November	January	March	June

Strategy 2

Regularly communicate with parents of students that have chronic attendance issues.

Strategy's Expected Result/Impact: Reduce the number of students that do not attend school at least 90% of the time.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November	January	March	June

Strategy 3

Continue to provide Capturing Kids Hearts training to our staff members

Strategy's Expected Result/Impact: Staff members build stronger relationships with students and promote a stronger connection with each student

Staff Responsible for Monitoring: Assistant Superintendent
Campus Principals

Formative Reviews

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Performance Objective 2 ☑ High Priority

Over 70% of Huffman ISD students surveyed will report that they feel safe while attending school.

Evaluation Data Source: Huffman ISD spring student survey

Strategy 1

Campuses review discipline data monthly to identify areas of concern/trends

Strategy's Expected Result/Impact: Reduce serious PEIMS discipline incidents

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November	January	March	June

Strategy 2

Train all Huffman ISD teachers in Capturing Kids Hearts strategies

Strategy's Expected Result/Impact: Students feel more safe, more engaged and more connected to their teachers

Staff Responsible for Monitoring: District and campus administrators

Formative Reviews

November	January	March	June

Strategy 3

All required safety and security drills are executed; student actively participate in new security measures on campus, including but not limited to classroom doors locked, exterior doors are secured and eliminate prohibited access.

Strategy's Expected Result/Impact: Students experience safety exercises and practice safety routines on a daily basis, building confidence that they are more secure with these efforts.

Staff Responsible for Monitoring: Campus Administrators
Chief of Police

Formative Reviews

November	January	March	June

Strategy 4

We maintain our mental health and student wellness team to provide support to students in need.

Strategy's Expected Result/Impact: Students know they can receive support when needed and feel safe asking for support.

Staff Responsible for Monitoring: Campus Administrators
Mental Health and Wellness Team

Formative Reviews

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Strategy 5

We maintain our Safe Schools Alert tip line to provide students the opportunity to report unsafe behaviors, such as bullying, harassment, vaping and/or possession of an illegal substance.

Strategy's Expected Result/Impact: Students will continue to make reports to our tip line and recognize that our campus leaders are responsive to these reports.

Staff Responsible for Monitoring: Campus Administrators
ISD Police Officers

Formative Reviews

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Performance Objective 3

Over 70% of our students will participate in an extra-curricular activity

Evaluation Data Source: Campus tracking

Student Survey responses

Strategy 1

Explore adding student clubs and activities by seeking student interests.

Strategy's Expected Result/Impact: Create more opportunities for students to become more involved with groups and activities at school.

Formative Reviews

November	January	March	June

Strategy 2

We will track extra-curricular participation on our campuses annually to determine patterns or growth or opportunities that present an activity that can benefit from increased participation

Strategy's Expected Result/Impact: Our extracurricular and student activity groups will experience a steady increase and we can determine if there are needs for new student activities.

Formative Reviews

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Performance Objective 4

Over 70% of our First Grade students assessed will perform on grade level on the end-of-year reading assessment.

Evaluation Data Source: MClass Beginning of the year data
MClass Middle of the year data

Strategy 1

Review instructional schedules and plans to ensure curricular efforts are aligned with TEKS and student expectations that will be assessed in MClass.

Strategy's Expected Result/Impact: Teachers will align instruction to prescribed curriculum and resources

Staff Responsible for Monitoring: Campus Administrators
Curriculum Coordinators
Instructional Coaches

Formative Reviews

November	January	March	June

Strategy 2

Provide instructional coaching support to all teachers to support their instructional skills and capacity.

Strategy's Expected Result/Impact: Our teachers practice more effective and efficient instructional strategies and student academically benefit.

Staff Responsible for Monitoring: Campus Administrators
Curriculum Coordinators
Instructional Coaches

Formative Reviews

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Strategy 3

Our teachers participate in regular Professional Learning Community meetings to review student data and address instructional needs and practices to increase student academic growth.

Strategy's Expected Result/Impact: Teachers improve at adjusting instruction and response effectively to the diverse needs of all of our students.

Staff Responsible for Monitoring: Campus Administrators
Curriculum Coordinators
Instructional Coaches

Formative Reviews

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Performance Objective 5 ☑ HB3 Goal

Over 52% of our Third Grade students assessed will perform on grade level on the reading STAAR assessment.

Evaluation Data Source: STAAR Performance Data
STAAR Progress Measure
Interim Performance Data

Strategy 1 ☑ Results Driven Accountability

Review instructional schedules and plans to ensure curricular efforts are aligned with TEKS and student expectations that will be tested on the STAAR.

Strategy's Expected Result/Impact: Teachers will align instruction to prescribed curriculum

Staff Responsible for Monitoring: Campus Principals,
Curriculum Coordinators
Instructional Coaches

Formative Reviews

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Strategy 2

Provide instructional coaching support to all teachers to support their instructional skills and capacity.

Strategy's Expected Result/Impact: Our teachers practice more effective and efficient instructional strategies and student academically benefit.

Staff Responsible for Monitoring: Campus Administrators
Curriculum Coordinators
Instructional Coaches

Formative Reviews

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Strategy 3 ☑ Results Driven Accountability

Our teachers participate in regular Professional Learning Community meetings to review student data and address instructional needs and practices to increase student academic growth.

Strategy's Expected Result/Impact: Teachers improve at adjusting instruction and response effectively to the diverse needs of all of our students.

Staff Responsible for Monitoring: Campus Administrators
Curriculum Coordinators
Instructional Coaches

Formative Reviews

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Strategy 4

As part of our work with ESF- HES will participate in the Essential Actions Lever Support training throughout the 24-25 school year.

Strategy's Expected Result/Impact: Increased Tier 1 instruction and improved campus routines and procedures

Staff Responsible for Monitoring: DCSI, HES Principal

Funding Sources: EALS support- Region IV ESF Grant, $15,000

Formative Reviews

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Performance Objective 6 ☑ HB3 Goal

Over 42% of our Fifth Grade students assessed will perform on grade level on the science STAAR assessment.

Evaluation Data Source: STAAR Performance Data
STAAR Progress Measure
Interim Performance Data
District Learning Assessment Data

Strategy 1

Review instructional schedules and plans to ensure curricular efforts are aligned with TEKS and student expectations that will be tested on the STAAR.

Strategy's Expected Result/Impact: Teachers will align instruction to prescribed curriculum

Staff Responsible for Monitoring: Campus Administrators
Curriculum Coordinators
Instructional Coaches

Formative Reviews

November	January	March	June

Strategy 2

Provide instructional coaching support to all teachers to support their instructional skills and capacity.

Strategy's Expected Result/Impact: Our teachers practice more effective and efficient instructional strategies and student academically benefit.

Staff Responsible for Monitoring: Campus Administrators
Curriculum Coordinators
Instructional Coaches

Formative Reviews

November	January	March	June

Strategy 3

Our teachers participate in regular Professional Learning Community meetings to review student data and address instructional needs and practices to increase student academic growth.

Strategy's Expected Result/Impact: Teachers improve at adjusting instruction and response effectively to the diverse needs of all of our students.

Staff Responsible for Monitoring: Campus Administrators
Curriculum Coordinators
Instructional Coaches

Formative Reviews

November	January	March	June

Strategy 4

Purchase STAAR and TEKS aligned resource to support intervention and supplement Tier 1 Science Instruction.

Funding Sources: Generation Genius, Science Penguin resources ESF Grant, $3,500

Formative Reviews

November	January	March	June

Performance Objective 7 ☑ HB3 Goal

Over 58% of our Eighth Grade students assessed will perform on grade level on the mathematics STAAR assessment.

Evaluation Data Source: STAAR Performance Data
STAAR Progress Measure
Interim Performance Data
District Learning Assessment Data

Strategy 1 ☑ Results Driven Accountability

Review instructional schedules and plans to ensure curricular efforts are aligned with TEKS and student expectations that will be tested on the STAAR.

Strategy's Expected Result/Impact: Teachers will align instruction to prescribed curriculum

Staff Responsible for Monitoring: Campus Principals,
Curriculum Coordinators
Instructional Coaches

Formative Reviews

November	January	March	June

Strategy 2

Provide instructional coaching support to all teachers to support their instructional skills and capacity.

Strategy's Expected Result/Impact: Our teachers practice more effective and efficient instructional strategies and student academically benefit.

Staff Responsible for Monitoring: Campus Administrators
Curriculum Coordinators
Instructional Coaches

Formative Reviews

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Strategy 3

Our teachers participate in regular Professional Learning Community meetings to review student data and address instructional needs and practices to increase student academic growth.

Strategy's Expected Result/Impact: Teachers improve at adjusting instruction and response effectively to the diverse needs of all of our students.

Staff Responsible for Monitoring: Campus Administrators
Curriculum Coordinators
Instructional Coaches

Funding Sources: PD materials and meals- LASO TIL LASO Grant, $1,500

Formative Reviews

November	January	March	June

Strategy 4

District Leaders and teachers will participate in RBIS Math Training and develop and implement a Math Instructional Framework as part of our Strong Foundations Planning Grant

Strategy's Expected Result/Impact: Increased effectiveness in math instruction- increased achievement

Staff Responsible for Monitoring: Curriculum and Principals

Funding Sources: Training materials and meals for PD Days LASO Grant, $2,500

Formative Reviews

November	January	March	June

Performance Objective 8 ☑ HB3 Goal

Over 80% of our graduating students will meet the College Readiness Indicator.

Evaluation Data Source: Dual Credit Enrollment
SAT, ACT & TSI results
AP Test Course Enrollment and Test Registration

Strategy 1

Dual credit and AP course enrollments are monitored each semester to track increases or decreases.

Strategy's Expected Result/Impact: We will continue to show growth in the number of students enrolled in dual credit courses and AP courses

Staff Responsible for Monitoring: High School Administrators
High School Counselors
Dual Credit Liason

Formative Reviews

November	January	March	June

Strategy 2

We will explore strategies to ensure our students have ample opportunities to take the PSAT, SAT, ACT, TSIA

Strategy's Expected Result/Impact: The number of students taking these assessments will increase

Staff Responsible for Monitoring: High School Administrators
High School Counselors
Dual Credit Liason
Middle School Principal

Formative Reviews

November	January	March	June

Strategy 3

Offer students SAT and ACT preparatory opportunities.

Strategy's Expected Result/Impact: Students will be more prepared for the SAT, ACT and TSIA and have an improved opportunity to make a higher score on the examination.

Staff Responsible for Monitoring: High School Administrators
High School Counselors

Formative Reviews

November	January	March	June

Strategy 4

We will utilize Rigorous Check for Understandings tied to state standards as part of our daily instruction in all core courses.

Strategy's Expected Result/Impact: Improved achievement

Staff Responsible for Monitoring: Instructional Leadership Team

Funding Sources: STAAR EOC Exit Ticket Resources ESF Grant, $4,000

Formative Reviews

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Performance Objective 9

Huffman ISD will provide content-based language instructional strategies (CBLI) to meet the affective, linguistic, and cognitive needs of emergent bilingual students.

Evaluation Data Source: STAAR Data
TELPAS Data
Interim Assessments
Bilingual Exc. and ESL waivers

Strategy 1 ☑ Results Driven Accountability ☑ Equity Plan

Provide the necessary instructional resources to staff who are servicing emergent bilingual students.

Strategy's Expected Result/Impact: Emergent bilingual students will demonstrate high levels of learning in local, district and/or state mandated assessments.

Staff Responsible for Monitoring: Campus administrators, Curriculum and Instruction department and Bilingual coordinator

Funding Sources: Title III, Part A, ELA, , Bilingual Allotment (BEA), , Title III, Part A, Immigrant,

Formative Reviews

November	January	March	June

Goal 2

Huffman ISD staff members will be highly qualified, dedicated leaders with high moral character who inspire, motivate and challenge our students.

Performance Objective 1

100% of Huffman ISD teachers will achieve their annual T-TESS goal.

Evaluation Data Source: T-TESS data and Huffman ISD Coaching reflections

Strategy 1

T-TESS progress sessions will be conducted, and CWT data will be reviewed and reflected upon

Strategy's Expected Result/Impact: Teachers can refine instructional strategies and consider improvement opportunities

Staff Responsible for Monitoring: District and campus administrators

Funding Sources: District Budget,

Formative Reviews

November	January	March	June

Strategy 2

Provide instructional coaching support to all teachers to directly address their T-TESS goals.

Strategy's Expected Result/Impact: Our teachers are introduced to or improve upon more effective and efficient instructional strategies that academically benefit our students.

Staff Responsible for Monitoring: Campus Administrators
Curriculum Coordinators
Instructional Coaches

Funding Sources: District Budget,

Formative Reviews

November	January	March	June

Strategy 3

Our teachers participate in regular Professional Learning Community meetings to review student data and address instructional needs and practices to increase student academic growth.

Strategy's Expected Result/Impact: Teachers improve at adjusting instruction, response effectively to the diverse needs of all of our students, recognize effective instructional strategies and identify instructional strategies that need enhancement.

Staff Responsible for Monitoring: Campus Administrators
Curriculum Coordinators
Instructional Coaches

Funding Sources: District Budget,

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

Reduce Huffman ISD teacher turnover rate to less than 12%.

Evaluation Data Source: TAPR teacher turnover rate
Huffman ISD staff retention data

Strategy 1

We will analyze staff compensation as it relates to surrounding districts and strive to be in the top 25% of the school districts in our area

Strategy's Expected Result/Impact: Our compensation offerings are competitive with surrounding districts.

Staff Responsible for Monitoring: Superintendent
Chief Financial Officer

Funding Sources: District Budget,

Formative Reviews

November	January	March	June

Strategy 2

Teachers are offered opportunities to provide information and feedback to campus leaders in an effort to impact a positive culture on our campuses.

Strategy's Expected Result/Impact: Teachers are given a voice on campus, empowering them to build a stronger connection with their campus

Staff Responsible for Monitoring: Campus Administrators

Funding Sources: District Budget,

Formative Reviews

November	January	March	June

Strategy 3

Campuses will create regular opportunities to promote a positive culture on their campus.

Strategy's Expected Result/Impact: Our campuses employ teachers that enjoy working at Huffman ISD, and feel valued.

Staff Responsible for Monitoring: Campus Administrators

Funding Sources: District Budget,

Formative Reviews

November	January	March	June

Strategy 4

We implement an effective professional development plan for our instructional staff that promotes growth in our teachers instructional capacity through individualized professional development and instructional coaching. We will also work to ensure our teachers have the instructional resources they need to provide the most effective instruction possible.

Strategy's Expected Result/Impact: Our teachers develop their instructional skills, associate their professional growth with Huffman ISD and feel valued as a member of our organization.

Staff Responsible for Monitoring: Assistant Superintendent
Campus Principals
Curriculum Coordinators

Funding Sources: District Budget, , Title I, Part A,

Formative Reviews

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Strategy 5 ☑ Results Driven Accountability ☑ Equity Plan

Seek and provide staff development opportunities for all instructional staff who serve emergent bilingual students.

Strategy's Expected Result/Impact: Emergent bilingual students will demonstrate high levels of learning in local, district and/or state mandated assessments.

Staff Responsible for Monitoring: Campus administrators, Curriculum and Instruction department and Bilingual coordinator

Funding Sources: Bilingual Allotment (BEA), , Title III, Part A, ELA,

Formative Reviews

November	January	March	June

Strategy 6

Increase the number of bilingual and certified staff members teaching in the bilingual and ESL program.

Strategy's Expected Result/Impact: Demonstrate in increase in the number of bilingual and ESL certified teachers in HISD.

Staff Responsible for Monitoring: Campus administrators, Human Resources and Bilingual coordinator

Funding Sources: Bilingual Allotment (BEA),

Formative Reviews

November	January	March	June

Strategy 7

Huffman ISD will provide ESL and bilingual stipends to secure staff in "high need" positions.

Strategy's Expected Result/Impact: Recruit and attract High-Quality teachers

Staff Responsible for Monitoring: Campus administrators, Human Resources and Bilingual Coordinator

Funding Sources: Bilingual Allotment (BEA),

Formative Reviews

November	January	March	June

Performance Objective 3 ☑ High Priority

Over 90% of Huffman ISD staff members will report that they feel safe at their school.

Evaluation Data Source: Huffman ISD staff survey

Strategy 1

We successfully employ new security measures on campus, including but not limited to classroom doors locked, exterior doors are secured and eliminate prohibited access.

Strategy's Expected Result/Impact: New security measures make our staff and students feel safer on campus by taking part in the new security efforts

Staff Responsible for Monitoring: Campus Administrators
Campus Police Officers

Funding Sources: District Budget,

Formative Reviews

November	January	March	June

Strategy 2

All required drills are executed; security table top exercises are performed by district leaders; staff members are aware of safety and security exercises performed on each campus.

Strategy's Expected Result/Impact: Teachers become more aware of all the safety security procedures and efforts in place at Huffman ISD on each campus

Staff Responsible for Monitoring: Superintendent
Chief of Police
Campus Administrators

Funding Sources: District Budget,

Formative Reviews

November	January	March	June

Strategy 3

We maintain our mental health and student wellness team to provide support, professional development to staff members.

Strategy's Expected Result/Impact: Staff members know they have a resource that can provide support when needed and feel safe asking for guidance or advisement.

Staff Responsible for Monitoring: Campus Administrators
Mental Health and Wellness Team

Funding Sources: District Budget,

Formative Reviews

November	January	March	June

Goal 3

Huffman ISD parents, guardians and community members will be informed, invited partners who are valued teammates in supporting our students.

Performance Objective 1

The number of parent involvement opportunities offered by the school district will increase to more than 65.

Evaluation Data Source: Track the number of parent committee meetings held during the school year. Track the number of parent informational events held during the school year.

Strategy 1

Huffman ISD will increase the number of parent committee meetings we offer during the school year to more than 14.

Strategy's Expected Result/Impact: The number of parents involved in district and campus committees and activities will increase, this will lead to more parental involvement and enhance the district's connection with our parents and students.

Staff Responsible for Monitoring: District and Campus leaders

Formative Reviews

November	January	March	June

Strategy 2

Huffman ISD will increase the number of parent informational events we offer during the school year to more than 30.

Strategy's Expected Result/Impact: Parents have more opportunities to be informed about their child's learning, this will lead to more parental involvement and enhance the district's connection with our parents and students.

Staff Responsible for Monitoring: District and Campus leaders

Formative Reviews

November	January	March	June

Strategy 3

Huffman ISD will create a district newsletter with volunteer opportunities and school activities

Strategy's Expected Result/Impact: Increase parental involvement on the campus and district level

Staff Responsible for Monitoring: District and campus leaders, Communications director

Formative Reviews

November	January	March	June

Strategy 4

Huffman ISD will celebrate and incentivize parent engagement in our academic resources that can be access at home, particularly during holiday breaks.

Strategy's Expected Result/Impact: Students will remain connected and engaged in academic programs, increased parent involvement in academics, increased student achievement

Staff Responsible for Monitoring: Parent Family Engagement and Academics team

Funding Sources: Incentives for At Home Engagement Inititiatives- PFE Title I, Part A, PFE, $1,000

Formative Reviews

November	January	March	June

Performance Objective 2

The number of students participating in a community service project or activity increases to 70%

Evaluation Data Source: Information from student survey instrument

Strategy 1

Huffman ISD will expand our community partnerships with local businesses

Strategy's Expected Result/Impact: We develop more opportunities for our students to interact with local businesses and community activities.

Staff Responsible for Monitoring: District and campus leaders, counselors, athletic coaches

Formative Reviews

November	January	March	June

Performance Objective 3

Sustain satisfaction rates on our survey instrument to parents with Huffman ISD

Evaluation Data Source: Our parent survey instrument has nine questions related to their satisfaction with the school district

Strategy 1

Develop an immediate input system for parents to respond to their experience when they have visited a campus, volunteered on campus or participated in an activity on campus

Strategy's Expected Result/Impact: We have data to evaluate the satisfaction our parents experience when they are on our campuses; we can use the data to determine what possibly leads to a positive or negative parent experience and examine what events may create a more positive or negative experience

Staff Responsible for Monitoring: District and campus leaders, technology director

Formative Reviews

November	January	March	June

Performance Objective 4

Huffman ISD will provide parent, family and community events to ensure academic success of emergent bilingual students.

Evaluation Data Source: Sign-In sheets
number of events

Strategy 1 ☑ Equity Plan

Huffman ISD will increase parent participation by providing parent, family and community events to ensure academic success of emergent bilingual students.

Staff Responsible for Monitoring: Campus principals, LPAC administrators and Bilingual Coordinator

Funding Sources: Title III, Part A, ELA,

Formative Reviews

November	January	March	June

Goal 4 Huffman ISD Administration will ensure effectiveness, efficiency and district success.

Performance Objective 1

Reduce Huffman ISD teacher turnover rate to less than 12%. (BSC 4.1 - Internal Customer Satisfaction)

Evaluation Data Source: TAPR teacher turnover rate
Huffman ISD staff retention data

Strategy 1

Ensure competitive salaries with surrounding districts and employers.

Strategy's Expected Result/Impact: Retain effective teachers and staff.

Staff Responsible for Monitoring: Board of Trustees
Superintendent
Assistant Superintendent
Chief Financial Officer

Formative Reviews

November	January	March	June

Strategy 2

Utilize periodic surveys to make internal improvements to retain staff.

Strategy's Expected Result/Impact: Retain effective teachers and staff by ensuring positive staff morale.

Staff Responsible for Monitoring: Superintendent
Assistant Superintendent
Chief Financial Officer

Formative Reviews

November	January	March	June

Performance Objective 2

Huffman ISD will score a Superior rating on the Financial Integrity Rating System of Texas (FIRST). (BSC

4.2 - Well Communicated and Systematic Financial Management)

Evaluation Data Source: FIRST report
Audit Results

Strategy 1

Business office staff will monitor financial status of the district through quarterly internal audits.

Strategy's Expected Result/Impact: Improve district financial status.

Staff Responsible for Monitoring: Chief Financial Officer
Director of Business Services
Business Office Staff

Formative Reviews

November	January	March	June

Strategy 2

Business Office staff will coordinate with consultants from Moak, Casey & Associates to implement and improve business office processes and procedures.

Strategy's Expected Result/Impact: Improve district financial operations

Staff Responsible for Monitoring: Chief Financial Officer
Director of Business Services
Business Office Staff

Formative Reviews

November	January	March	June

Performance Objective 3

Huffman ISD will ensure well maintained facilities. (BSC 4.5 - Well Maintained Facilities)

Evaluation Data Source: Preventative Maintenance Plan
Appropriate Staffing Levels
Technology Resources and Work Order Completion

Strategy 1

The preventative maintenance plan will be reviewed and updated annually.

Strategy's Expected Result/Impact: Maintain and improve facilities in a timely manner thereby reducing maintenance costs.

Staff Responsible for Monitoring: Chief Financial Officer
Maintenance Coordinator
Maintenance Staff

Formative Reviews

November	January	March	June

Strategy 2

Ensure appropriate staffing levels with proper training to support well maintained facilities.

Strategy's Expected Result/Impact: Maintenance work orders completed in a timely manner. Positive survey results regarding facilities.

Staff Responsible for Monitoring: Chief Financial Officer
Maintenance Coordinator
Maintenance Staff
Campus Administrators

Formative Reviews

November	January	March	June

Performance Objective 4

Huffman ISD will provide instructional resources and materials to ensure that staff and students are successful.

Evaluation Data Source: Staff Survey Results

Strategy 1

Huffman ISD ILT will receive on-going professional development on coaching and feedback. Quarterly step-back meetings and data reviews will be held to analyze data and determine next steps toward achieving our goal.

Strategy's Expected Result/Impact: Increased leadership capacity, increased teacher capacity

Staff Responsible for Monitoring: CNI

Funding Sources: Campus Progress Review meeting Materials and meals ESF Grant, $1,000, Meeting Materials and meals ESF Grant, $1,000

Formative Reviews

November	January	March	June

Strategy 2

Huffman ISD Instructional Review Committee will review and evaluate various curricular programs as part of the IMRA process to make recommendations on HQIM for our students.

Strategy's Expected Result/Impact: Increased alignment to state standards, Increased Achievement

Staff Responsible for Monitoring: CAO

Funding Sources: Supplies and meals for Instructional Review Committee Meetings LASO Grant, $5,000

Formative Reviews

November	January	March	June

Goal 5 Huffman ISD will address the academic, safety and social-emotional needs of all of our students.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

All students will demonstrate academic growth across all grade levels.

Evaluation Data Source: STAAR Assessments
District Learning Assessments
SAT, ACT, TSIA
Universal Screeners

Strategy 1 ☑ Results Driven Accountability ☑ Equity Plan

We will incorporate a comprehensive needs assessment to address student performance indicators and measures of performance that are disaggregated by all student groups.

Strategy's Expected Result/Impact: The information from the needs assessment will lead to unified plans to address the instructional needs of all of our student groups

Staff Responsible for Monitoring: Assistant Superintendent
Campus Principals
Curriculum Coordintors

Formative Reviews

November	January	March	June

Strategy 2 ☑ Results Driven Accountability ☑ Equity Plan

We will develop plans to address instructional needs of student groups in all grade levels not achieving their full potential.

Strategy's Expected Result/Impact: Our plans, staff development efforts and instructional adjustments can help support student groups work toward achieving their full potential and move closer to grade level performance.

Staff Responsible for Monitoring: Assistant Superintendent
Campus Principals
Curriculum Coordinators
Instructional Coaches

Formative Reviews

November	January	March	June

Strategy 3 ☑ Results Driven Accountability ☑ Equity Plan

We will continue to offer accelerated instruction to all students not meeting grade level performance on the STAAR assessment.

Strategy's Expected Result/Impact: Accelerated instruction will create academic opportunities for student to perform better on upcoming STAAR test.

Staff Responsible for Monitoring: Campus Principals
Curriculum Coordinators
District Data Fellow

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

All students will benefit from the opportunities the district provides in career education, technology integration and higher education information.

Evaluation Data Source: College and Career Readiness
CTE Course Enrollment
College Readiness

Strategy 1

We will provide career education opportunities to assist students in developing the knowledge, skills, and competencies necessary to be prepared to enter the work force.

Strategy's Expected Result/Impact: The career-based courses, instruction, and activities we provide will develop our student's confidence and willingness to pursue productive opportunities beyond high school.

Staff Responsible for Monitoring: High School Principal
CTE Coordinator
High School Counselor

Formative Reviews

November	January	March	June

Strategy 2

We will continue to integrate technology into our instructional and administrative programs to create more efficient and effective instruction and learning.

Strategy's Expected Result/Impact: Our students will be well-trained and well-practiced in using technology as a learning instrument and be prepared to use and demonstrate those technological skills in their post-secondary setting.

Staff Responsible for Monitoring: High School Principal
CTE Coordinator
District Technology Director

Formative Reviews

November	January	March	June

Strategy 3

We will keep all of students updated on all higher education admission information and timelines, as well as share all financial aid requirements and opportunities with our students.

Strategy's Expected Result/Impact: Our students will build a better understanding of the college admission process and learn the advantages of seeking financial aid support.

Staff Responsible for Monitoring: High School Principal
CTE Coordinator
High School Counselors

Formative Reviews

November	January	March	June

Performance Objective 3 ☑ High Priority

All students will be aware of the social-emotional supports available to them provided by our district.

Evaluation Data Source: Tracking safe schools alerts
Tracking student participation with our student mental health team

Strategy 1

We will continue to have a suicide prevention plan in place for our staff and students.

Strategy's Expected Result/Impact: Our plan will provide supports for struggling students and create opportunities for our professionals to help students with challenging circumstances.

Staff Responsible for Monitoring: Campus Principals
Student Mental Health Team
Campus Counselors

Formative Reviews

November	January	March	June

Strategy 2

We will provide staff development for our staff and integrate instruction to our students on identifying and providing support for the following: conflict-resolution, violence prevention, dating violence and human trafficking.

Strategy's Expected Result/Impact: These trainings and supports will help our staff and students have an increased awareness of these dangerous situations.

Staff Responsible for Monitoring: Campus Administrators
Student Mental Health Team
Campus Counselors

Formative Reviews

November	January	March	June

Strategy 3

We will continue to incorporate a discipline management plan that includes using character education, positive behavior supports, and tracking student behaviors that require consequences.

Strategy's Expected Result/Impact: Our discipline management plan shows a reduction in significant behaviors that impact the instructional process at each campus.

Staff Responsible for Monitoring: Campus Principals
Student Mental Health Team
Campus Counselors

Formative Reviews

November	January	March	June

Strategy 4

We will continue our dropout prevention strategies that include monitoring attendance, grades, discipline and promotion.

Strategy's Expected Result/Impact: Our graduation rates increase and remain high and dropout rates decrease each year.

Staff Responsible for Monitoring: Secondary Campus Administrators
Student Mental Health Team
Secondary Campus Counselors

Formative Reviews

November	January	March	June

Strategy 5

Huffman ISD will continue providing Trauma-Informed Care: Current Implementation Initiative ensuring that staff, students and families are aware of supports available.

Staff Training and Awareness- Counselor Presentations, Online Training Modules via Vector Solutions- engage in MOUs and community partnerships

Strategy's Expected Result/Impact: Reduced critical need referrals

Staff Responsible for Monitoring: MHSW Team, Counselors

Formative Reviews

November	January	March	June

Performance Objective 4

The Huffman ISD Police Department is to provide the administration, students, and staff of the district with the highest level of professional police services possible. The education of our youth being paramount, and a safe learning environment being conducive with the goals and objectives of the district, it is therefore the responsibility of the Police Department to provide all lawful means of safety and security to the district in the most cost-effective manner while respecting the rights of all individuals.

Evaluation Data Source: Internal reports and metrics

Strategy 1

Increase monitoring of unlocked or unsecured doors that are designed to remain locked at all times, including exterior doors and cross-corridor automatic safety doors.

Strategy's Expected Result/Impact: Report doors propped open or ajar to principals and district leaders for rectification as located, preferably through automated alerts.

Staff Responsible for Monitoring: Police Department overall with leadership positions.

Formative Reviews

No Progress	No Progress	No Progress	
November	**January**	**March**	**June**

Strategy 2

Monitor implementation of the changes made pursuant to SB 1707 as referenced in CKE LOCAL.

Strategy's Expected Result/Impact: Comply with State Law requirements.

Staff Responsible for Monitoring: Chief of Police and lower-level leadership positions.

Formative Reviews

No Progress	No Progress	No Progress	
November	**January**	**March**	**June**

Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	5	1	Review instructional schedules and plans to ensure curricular efforts are aligned with TEKS and student expectations that will be tested on the STAAR.
1	5	3	Our teachers participate in regular Professional Learning Community meetings to review student data and address instructional needs and practices to increase student academic growth.
1	7	1	Review instructional schedules and plans to ensure curricular efforts are aligned with TEKS and student expectations that will be tested on the STAAR.
1	9	1	Provide the necessary instructional resources to staff who are servicing emergent bilingual students.
2	2	5	Seek and provide staff development opportunities for all instructional staff who serve emergent bilingual students.
5	1	1	We will incorporate a comprehensive needs assessment to address student performance indicators and measures of performance that are disaggregated by all student groups.
5	1	2	We will develop plans to address instructional needs of student groups in all grade levels not achieving their full potential.
5	1	3	We will continue to offer accelerated instruction to all students not meeting grade level performance on the STAAR assessment.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

District Budget

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	$0.00
2	1	2		--	$0.00
2	1	3		--	$0.00
2	2	1		--	$0.00
2	2	2		--	$0.00
2	2	3		--	$0.00
2	2	4		--	$0.00
2	3	1		--	$0.00
2	3	2		--	$0.00
2	3	3		--	$0.00
				Sub-Total	$0.00

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4		--	$0.00
3	1	4	Incentives for At Home Engagement Inititiatives-PFE	PFE	$1,000.00
				Sub-Total	$1,000.00

Title III, Part A, ELA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1		--	$0.00
2	2	5		--	$0.00
3	4	1		--	$0.00
				Sub-Total	$0.00

Title III, Part A, Immigrant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1		--	$0.00
				Sub-Total	$0.00

Bilingual Allotment (BEA)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1		--	$0.00
2	2	5		--	$0.00
2	2	6		--	$0.00
2	2	7		--	$0.00
				Sub-Total	$0.00

ESF Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4	EALS support- Region IV	--	$15,000.00
1	6	4	Generation Genius, Science Penguin resources	--	$3,500.00
1	8	4	STAAR EOC Exit Ticket Resources	--	$4,000.00
4	4	1	Campus Progress Review meeting Materials and meals	--	$1,000.00
4	4	1	Meeting Materials and meals	--	$1,000.00
				Sub-Total	$24,500.00

LASO Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	3	PD materials and meals- LASO TIL	--	$1,500.00
1	7	4	Training materials and meals for PD Days	--	$2,500.00
4	4	2	Supplies and meals for Instructional Review Committee Meetings	--	$5,000.00
				Sub-Total	$9,000.00