Comprehensive School Improvement Plan
District Five-Year Strategic Plan (2019-2024)

Vision	**Improve lives through learning**
Mission	**We guarantee all students will reach their potential.**
Values	**Integrity, Responsibility, Cooperation, and Respect**

Approved by the Hallsville R-IV Board of Education July 15, 2019.
For specific goal targets and metrics, see the attached balanced scorecard.

Goal Area 1 Student Learning	The Hallsville School District will prepare our students to be competitive and successful after they graduate from high school.

IMPROVEMENT OBJECTIVES

1.1 Maximize learning for every student

    1.1.1 Students attend school and fully participate in their own educations

    1.1.2 Teachers provide rigorous and meaningful curriculum and instruction

1.2 All students graduate ready for life, post-secondary learning, and careers

    1.2.1 Student data demonstrates proficiency and growth in academic learning

    1.2.2 Readiness data demonstrates students are prepared for the path they choose after high school

Example Strategies	Evaluation Measures

• Academic tiered interventions
  • Effective directive intervention time (e.g., PRIDE, WIN, TRIBE)
  • Improved use of data and data teams
  • Criteria for inclusion and release
• Behavior tiered interventions
  • Effective CARE/SAT teams
  • Improved use of data (e.g., BCSMHC checklist, discipline data, etc.)
  • Criteria for inclusion and release
• Increased communication with families regarding progress and interventions
• Evaluation of at-risk and intervention programs (e.g, alternative school, GATE)
• Curricular revision and refinement
  • Include guidance on career options
• Instructional strategies
  • Bell-to-bell instruction
  • Personalized learning/goal setting
	• Disaggregated MAP and EOC results
	• ACT, AP, DC participation/success data
	• Vocational completer and IRC data
	• Graduation and post-secondary placement data
	• Disaggregated student attendance data
	• Disaggregated activities participation data
	• NEE cognitive engagement data
	• Challenge and rigor perceptual data
	• Relevance and choice perceptual data

Goal Area 2 Excellent Schools	The Hallsville School District will provide a student-focused climate and excellent staff as means to student success.

IMPROVEMENT OBJECTIVES

2.1 Foster a positive environment focused on students and their learning

   2.1.1 Schools establish a climate of positive and productive relationships between students and adults

   2.1.2 Schools provide a safe environment where students are able to focus on academic learning

2.2 Attract, develop, and retain great teachers, leaders, and support staff

   2.2.1 All instructional staff participate in quality, embedded professional development focused on student learning (curriculum, instruction, and assessment)

   2.2.2 Schools establish a climate that supports professionalism and staff satisfaction

Example Strategies	Evaluation Measures
• Aligned professional development • Teacher and leader feedback/coaching • Quality PD plans for all instructional staff • Mentoring/induction program revisions • Revised recruitment and hiring protocols • Prioritized facilities improvements • Conduct district safety audit	• Student learning data (see Goal Area 1) • Student, parent, and staff perceptual survey data • NEE observation and evaluation data • PDC needs assessment data • Administrator class visit/anecdotal data • Behavioral and disciplinary data

Goal Area 3 Quality Governance	The Hallsville School District supports students and their learning through responsive, responsible, and transparent operations.

IMPROVEMENT OBJECTIVES

3.1 The district will demonstrate fiscal responsibility while improving resources

   3.1.1 The district maintains an unrestricted operating fund balance of 25% or greater

   3.1.2 The district will update and maintain the facilities plan for use in decision-making and action to support students and their learning

3.2 The Board of Education and district leadership model a cycle of self-evaluation, reflection, and development

Example Strategies	Evaluation Measures
• Facilities committee and update prioritized long-range plan • Annual Board self-evaluation • Ongoing Board training focused on self-evaluation priorities	• DESE Annual Performance Reports • Budget allocations • Fund balances • Progress on facilities improvements

HALLSVILLE INDIANS

BALANCED SCORECARD – DISTRICT
03/10/2019

Score Rankings (Shaded cell reflects our current position)

Goal Area		#	Performance Metric	FY15	FY16	FY17	FY18	FY19	Exceeding 10	9	8	Goal 7	Progressing 6	5	4	Concerning 3	2	1
Student Learning	Overall Student Achievement		Achievement metrics reflect the overall quality of our district's academic programs (i.e., the quality of curriculum and instruction)															
		1	% p/a MAP ELA	61.9%	65.7%	67.6%	51.9%		95%	90%	85%	80%	70%	60%	50%	40%	30%	<30%
		2	% 3d gr reading on level					83%	96%	94%	92%	90%	80%	70%	60%	50%	40%	<40%
		3	% p/a MAP Math	49.4%	56.5%	55.8%	52.1%		95%	90%	85%	80%	70%	60%	50%	40%	30%	<30%
		4	% p/a MAP Science	53.1%	40.0%	51.5%			95%	90%	85%	80%	70%	60%	50%	40%	30%	<30%
		5	% p/a MAP Soc St	65.8%	68.3%	55.6%	46.4%		95%	90%	85%	80%	70%	60%	50%	40%	30%	<30%
		6	ACT average composite	19.3	19.0	19.9	20.2		25	24	23	22	21	20	19	18	17	<17
	Student Achievement Gaps		Achievement gap metrics assess how well we are meeting the needs of our Free and Reduced Lunch subgroup population															
		7	FRL % p/a MAP ELA	43.2%	47.2%	49.8%	34.2%		95%	90%	85%	80%	70%	60%	50%	40%	30%	<30%
		8	FRL % 3d gr on level					72%	96%	94%	92%	90%	80%	70%	60%	50%	40%	<40%
		9	FRL % p/a MAP Math	28.7%	37.7%	37.8%	33.5%		95%	90%	85%	80%	70%	60%	50%	40%	30%	<30%
		10	FRL % p/a MAP Sci	41.4%	20.6%	29.6%			95%	90%	85%	80%	70%	60%	50%	40%	30%	<30%
		11	FRL % p/a MAP Soc St	52.4%	63%	26.1%	23.3%		95%	90%	85%	80%	70%	60%	50%	40%	30%	<30%
		12	FRL ACT avg comp		17.8	20.5	18.0		25	24	23	22	21	20	19	18	17	<17
	College and Career Readiness		College and career readiness metrics demonstrate our students' preparedness for post-secondary education and the workplace															
		13	Assessments	73.3%	70.1%	69.4%	71.1%		90%	85%	80%	75%	70%	65%	60%	55%	50%	<50%
		14	FRL Assessments	63%	58.3%	56.6%	67.6%		90%	85%	80%	75%	70%	65%	60%	55%	50%	<50%
		15	Advanced courses	66.7%	62.8%	70%	66.8%		75%	70%	65%	60%	50%	45%	40%	35%	30%	<30%
		16	FRL Advanced courses	43.5%	50%	47.4%	53.7%		75%	70%	65%	60%	50%	45%	40%	35%	30%	<30%
		17	Graduation rate	98.9%	94.1%	97.5%	98%		100%	98%	96%	94%	92%	90%	88%	86%	84%	<84%
		18	Post-sec placement	89.3%	90%	91.3%	98.8%		98%	96%	94%	92%	90%	85%	80%	75%	70%	<70%
Climate and Culture	Student Engagement and Satisfaction		Student engagement and satisfaction metrics reflect student perceptions on the importance and quality of education received															
		19	Attendance rate	95.2%	95.6%	95.4%	95.3%		99%	98%	97%	96%	95%	94%	93%	92%	91%	≤90%
		20	MSIP attendance	92%	94.3%	93.4%	93.6%		96%	95%	94%	92%	90%	88%	86%	84%	82%	<82%
		21	Free L MSIP attendance	83.5%	88%	86.4%	87.3%		96%	95%	94%	92%	90%	88%	86%	84%	82%	<82%
		22	% activities participation				60.5%											
		23	FRL % activities partic				40.4%											
		24	Relevance and choice	2.7	3.0	3.0	3.2	3.1	3.8	3.7	3.6	3.5	3.3	3.1	2.9	2.7	2.5	<2.5
		25	Challenge and rigor	3.1	3.1	3.2	3.2	3.2	3.8	3.7	3.6	3.5	3.3	3.1	2.9	2.7	2.5	<2.5
		26	Students feel safe	3.2	3.3	3.4	3.5	3.5	3.8	3.7	3.6	3.5	3.3	3.1	2.9	2.7	2.5	<2.5
		27	"Teachers care about me"	3.1	3.1	3.2	3.4	3.4	3.8	3.7	3.6	3.5	3.3	3.1	2.9	2.7	2.5	<2.5
	Parent Satisfaction		Parent satisfaction metrics reflect parental perceptions on both school and district quality															
		28	Parents feel welcome	3.5	3.6	3.5	3.5	3.4	3.8	3.7	3.6	3.5	3.3	3.1	2.9	2.7	2.5	<2.5
		29	Student needs are met	3.3	3.3	3.2	3.2	3.1	3.8	3.7	3.6	3.5	3.3	3.1	2.9	2.7	2.5	<2.5
		30	Students are safe	3.3	3.5	3.4	3.4	3.3	3.8	3.7	3.6	3.5	3.3	3.1	2.9	2.7	2.5	<2.5
	Teacher Effectiveness and Satisfaction		Teacher effectiveness and satisfaction metrics assess staff quality and reflect staff perceptions on both school and district quality															
		31	Cog engage (NEE 1.2)		5.47	5.62	5.52	5.65	6.6	6.4	6.2	6.0	5.7	5.4	5.1	4.8	4.5	<4.5
		32	Pos relation (NEE 5.3b)		5.80	6.00	5.75	5.70	6.6	6.4	6.2	6.0	5.7	5.4	5.1	4.8	4.5	<4.5
		33	Teacher attendance															
		34	Teachers feel recognized	2.9	3.1	3.0	3.0	3.0	3.8	3.7	3.6	3.5	3.3	3.1	2.9	2.7	2.5	<2.5
		35	Teacher morale	3.0	3.2	3.0	3.0	2.9	3.8	3.7	3.6	3.5	3.3	3.1	2.9	2.7	2.5	<2.5
		36	1 year teacher turnover	15.9%	18.1%	9.9%	7.8%	10.4%	4%	5%	6%	7%	8%	9%	10%	11%	12%	>12%
		37	Recommend Hallsville?		87.5%		89%		98%	97%	96%	95%	93%	91%	89%	87%	85%	<85%
Governance			Governance metrics assess the effectiveness of managing district policy and resources															
		38	Operating fund balance	15.9%	16.5%	24.9%	29.9%	33%	28%	27%	26%	25%	22%	19%	17%	15%	13%	≤10%
Goal Area			Performance Metric	FY15	FY16	FY17	FY18	FY19	10	9	8	7	6	5	4	3	2	1

Included in MSIP 5 state accreditation

Measure as of date in header—changes over time