Hallsville R-IV School District
Comprehensive School Improvement Plan

2013 – 2018

(Revised June 2015)

Overview of the CSIP Process

The previous Hallsville R-IV School District Comprehensive School Improvement Plan (CSIP) was written to be in effect until 2013, with annual reviews conducted by the Board of Education. Early in 2012, the Hallsville Superintendent of Schools directed the Director of Curriculum and Instruction to lead the CSIP revision process. The previous CSIP was used as a baseline for the creation of the new document.

The Hallsville CSIP was developed using data and input from a variety of sources, including but not limited to stakeholder feedback, district program evaluations, state and local needs assessments, student achievement data, and Annual Performance Report (APR) data. Plan objectives, strategies, and action steps were written to support improvements in five goal areas:

- Student Performance
- Highly Qualified Faculty and Staff
- Facilities, Support, and Instructional Resources
- Parent and Community Support
- Governance

Updated versions of the draft document were provided to Hallsville stakeholder groups for feedback. Feedback was carefully reviewed and the document underwent significant changes through several cycles of revision.

CSIP Review and Input Process

The previous CSIP, data from sources like those listed above, and input solicited from stakeholder groups were used to craft an initial draft of this revised CSIP document. Stakeholders providing input into this first draft included faculty leadership teams from all buildings, the District Faculty Advisory Committee (DFAC), the administrative team, and the Board of Education.

The early draft was released to the Hallsville community for input in the fall semester of 2012. Emails, newsletters, social network postings, web pages, and traditional paper documents were used to solicit feedback on the draft. All district employees, parents, students, community members, and Board of Education members were encouraged to participate in the CSIP revision process. Adjustments to the CSIP were made based on feedback received from stakeholders.

At the same time, the district solicited these same stakeholder groups for volunteers to serve on the CSIP Review Committee. Eleven individuals - representing parents, students, Hallsville employees, and community members - volunteered to serve on the committee. The CSIP Review Committee convened in January, 2013 to review all aspects of the draft document, ask questions, and provide detailed suggestions on improving the CSIP goals, objectives, strategies, and action steps. The document underwent significant revision based on the work of the committee.

The revised draft was released to the Hallsville community for a final round of public comment on May 1, 2013. Email, newsletters, social network postings, web pages, and traditional paper documents were used to once again solicit input from all stakeholder groups. Final adjustments to the document were made based on the feedback received. The final document was presented for Board of Education approval on June 19, 2013.

Evaluation and Revision of Plan

The persons responsible for implementing CSIP action steps will report progress as indicated in the plan or at least annually to the administration. The administration will make an annual report to the Board of Education. Reports on CSIP progress will be considered at the district sets priorities and establishes goals.

Each year, progress on CSIP goals, objectives, strategies, and action steps will be reviewed by the administrative team. The plan will be revised each spring (as necessary). Revised plans will be presented to the Board of Education in June for approval.

Student Performance

GOAL 1 – Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Objective 1 – More than 80% of Hallsville students in grades 3–12 will score proficient or advanced on state assessments.

Performance Measures:	Aggregate MAP and EOC testing results; number of SMART goal initiatives, disaggregated

Strategy 1 – The district will set annual improvement targets based on Annual Performance Report (APR) data.

Evaluation:	Update reports to Board of Education	Responsible Parties:	Assistant Superintendent

Action Steps	
1	The district will conduct annual analysis of longitudinal APR data.
2	The district will establish improvement targets related to academics and other areas based on APR standards.
3	Central office personnel will work with building administrators and faculty to establish site-level improvement targets, and to develop and execute Building Improvement Plans.
4	The district will monitor progress toward annual improvement targets and present updates to the Board of Education and community.

Strategy 2 – Each building will develop, implement, and maintain a written Building Improvement Plan (BIP) that includes measurable goals for increased student achievement and other building-defined improvement targets.

Evaluation:	Update reports to admin/Board of Education	Responsible Parties:	Building administrators, leadership teams

Action Steps	
1	Faculty and administration will routinely examine data from multiple sources (e.g., student achievement, office referrals, surveys on school culture, etc.) and conduct longitudinal data analysis to establish annual improvement targets in areas related to student learning (e.g., curriculum, instruction, assessment, environment, etc.).
2	Teams will prioritize needs and create/revise written BIPs that include SMART goals targeting areas for improvement.
3	Teams will implement innovations that are research-supported and grounded in educational best practices.
4	Teams will monitor progress toward BIP improvement targets and present updates to central office, other administrators, the Board of Education, and the community at least twice annually (i.e., upon completion of each academic semester).

Strategy 3 – All teachers will monitor student progress toward proficiency with all learning objectives, set goals for improvement, and implement research-based instructional strategies and curricular changes to assure success for all students.

Evaluation:	Update reports to administration	Responsible Parties:	Faculty PLC teams

Action Steps	
1	The district will continue to provide resources and supports (e.g., time, funding, professional development) for routine faculty collaboration and instructional improvement initiatives.
2	A vertical PLC accountability structure (e.g., department chairs, grade level representatives) will be established to facilitate team goal setting, task progress, data collection, and communications/reporting.
3	Essential Learning Outcomes (ELOs) will be defined for every course in all content areas and at all grade levels; ELOs will be shared with central office personnel, the Board of Education, and the community.
4	Common assessments and scoring guides will be used in all content areas and at all grade levels.
5	All PLC teams will routinely and systematically review a variety of data sources (e.g., state testing, other standardized test results, common assessments, classroom formative assessment, etc.) and establish SMART goals that target learning objectives on which students underperform; PLC team goals will align with district and building improvement targets.
6	PLC teams will engage in professional learning to the extent necessary to meet the established SMART goal targets.
7	Faculty members will modify instructional practices through the implementation of research-supported innovations necessary to assure student success.
8	Student performance data will be routinely collected and analyzed by both individual teachers and PLC teams to monitor student progress and to evaluate the effectiveness of innovations and guide necessary adjustments to instruction.
9	PLC teams will submit written reports to building administrators and central office personnel as requested.

Strategy 4 – All students will receive regular research-supported instruction in reading, writing, mathematics, and science.

Evaluation:	Student course enrollment reports, building master schedules	Responsible Parties:	Administrators, counselors, vertical curriculum teams

Action Steps	
1	Review and (if necessary) adjust course sequences, classroom schedules, and building schedules to assure students receive quality instruction in reading, writing, math, and science at all grade levels.
2	Review and (if necessary) adjust high school graduation requirements to emphasize the importance of continued instruction in reading, writing, math, and science.
3	Provide specialized reading instruction in all buildings for students who demonstrate significant reading deficiencies.
4	Conduct comprehensive reviews of curricular programs and resources on a four-year cycle to assure they reflect current research-supported best practices.
5	Literacy instruction targeting nonfiction reading, analytic expository writing, and argumentative writing will be embedded across all content area curricula at all grade levels.

Objective 2 – The Hallsville High School average ACT score will be at or above the state average in all areas annually.

Performance Measures:	Composite ACT results, compared with state averages, as reported in APR data

Strategy 1 – The district will make curricular and structural changes that support student ACT preparedness.

Evaluation:	ACT participation rates and student scores	Responsible Parties:	Administrators, counselors, vertical curriculum teams

Action Steps	
1	Hallsville High School will offer an ACT prep course.
2	Curriculum teams will align all course curricula to the Core Academic Standards at or above the expected level of intellectual rigor.
3	Increase student participation in other standardized assessments (e.g., EXPLORE, PLAN, COMPASS, ASVAB).

Objective 3 – The five-year graduation rate for Hallsville R-IV School District will be at or above 96% annually.

Performance Measures:	Graduation rate, as reported on APR, compared with state and national averages

Strategy 1 – Each building will identify, address, and support the at-risk population, using data in decision-making and in evaluating program effectiveness.

Evaluation:	Quantitative data on students identified, receiving, and released from Tier II/III services; At-Risk Program Evaluation	Responsible Parties:	Administrators, faculty

Action Steps	
1	A written protocol for systematically meeting the needs of all students (i.e., a "pyramid of interventions") will be developed for each building. The protocol will include listings of Tier II/III interventions, along with criteria for including and releasing students from intervention services.
2	Student assistance/academic concern teams will convene in all buildings to review applicable data on individual students, suggest research-supported interventions, and monitor the effectiveness such interventions.
3	Directive academic (Tier II/III) intervention time will be built into each building's schedule several times per week to target the needs of individual and small groups of students.
4	Systems will be established to collect and retain data on the interventions used with individual students and the effectiveness of such interventions.
5	A systematic structure will be implemented in each building to assure all parents of children receiving Tier II/III services are receiving updates on a weekly/monthly basis.
6	Continue and improve alternative education programs (e.g., PRIDE Academy, Missouri Options, Flex Program).
7	Data collected in at-risk processes (e.g., student identification, progress monitoring, graduation rates, etc.) along with administrative data (e.g., walkthrough fidelity checks) will be analyzed to evaluate the effectiveness of the district at-risk programs.

Strategy 2 – Professional staff will support at-risk and all other students as they encounter academic transitions (e.g., advancing to a new grade level or building).

Evaluation:	At-Risk Program Evaluation, transition meeting documents	Responsible Parties:	Administrators, PDC, faculty

Action Steps	
1	Systems will be established to collect and retain data on interventions used with individual students and their effectiveness.
2	Professional staff will conduct annual transition meetings to facilitate student advancement to new grade levels and buildings, and to assure continuity of Tier II/III services provided to individual students.
3	Individual files will transition with students and be used by faculty to effectively differentiate instruction for all students.
4	Students will be proactively placed into intervention support programs before they experience academic failure.
5	Faculty professional development on the academic, emotional, and social needs of diverse populations (with special emphases on at-risk populations) and research-supported strategies for meeting such needs will be implemented.

Strategy 3 – Students identified as academically gifted and talented will receive high quality supplemental services at all grade levels.

Evaluation:	Report from task force, Gifted Program Evaluation	Responsible Parties:	Director of Special Services

Action Steps	
1	A task force—with membership representative of appropriate stakeholder groups—will be created to evaluate our gifted education program and explore alternative structures that may more effectively meet the needs of our academically gifted and talented students.

Strategy 4 – Continue to increase access to, participation in, and success with the general education curriculum for all students.

Evaluation:	Special Education Program Evaluation	Responsible Parties:	Faculty, Director of Special Services

Action Steps	
1	Special education and regular classroom faculty will engage in effective co-teaching partnerships to provide appropriate academic supports within the general education classroom for all students, to the extent possible within the constructs of a student's Individualized Education Program (IEP).
2	Professional development will be provided to both special education and regular classroom faculty to support the implementation of effective co-teaching partnerships.
3	Co-teaching partnerships will be systematically and continuously evaluated for effectiveness, and teaching assignment modifications made to assure high quality educational experiences for students.
4	Create specialized classes for special education students at the middle school and high school in core areas utilizing regular education teachers as content specialists who significantly participate in curricular design and implementation.

Strategy 5 – Review and revise federal Title I programming options.

Evaluation:	Federal Programs Evaluation Report	Responsible Parties:	Title I faculty, Director of Special Services

Action Steps	
1	Increase parental involvement in Title I events and programs.
2	Achieve a home-teacher-school compacts completion rate of 100%.
3	Review and revise the criteria and the data sources to be used in measuring program effectiveness.
4	Review and revise the criteria and the data sources to be used in the identification of students eligible for Title I services.
5	Review and revise the criteria and the data sources to be used in the determination of students who are ready to be released from Title I services.

Objective 4 – More than 85% of Hallsville graduates will enter post-secondary education/training programs, the military, or productive occupations related to their Career Education program within six months of graduation.

Performance Measures:	College and Career Readiness data, as reported on APR, compared with state averages

Strategy 1 – The district will expand the curriculum and course offerings to include more dual credit; advanced placement; and career, technical, and vocational education opportunities for students; and will implement support structures to ensure student success in such courses.

Evaluation:	APR College & Career Readiness indicators, middle school and high school master schedules, course enrollment numbers	Responsible Parties:	Middle school and high school principals and counselors, Director of Curriculum & Instruction

Action Steps	
1	Expand the number of high school faculty members who have the appropriate certification and education credentials required to teach dual credit, advanced placement, and Career Education classes.
2	The district will conduct a thorough evaluation of each department to identify potential additional course offerings and the related impact on course sequences and staffing.
3	Faculty, guidance counselors, and administration will promote dual credit, advanced placement, and Career Education courses in an effort to increase enrollment.
4	The district will develop criteria for dual credit and advanced placement course curricula to ensure an increased level of academic rigor.
5	The district will continue to explore the use of online and distance education options as a means to increase advanced course offerings.
6	The district will continue our relationship with the Columbia Area Career Center as a means to enhance and extend our local course offerings.

Strategy 2 – The district will assure students receive exposure to the breadth of post-secondary career and educational opportunities available to them, and will emphasize the necessity of continuing education after high school graduation.

Evaluation:	Student attendance at career presentations and events, curriculum documents	Responsible Parties:	School counselors, vertical curriculum teams

Action Steps	
1	Increase the emphasis within guidance programs on providing students with information on challenging career options by arranging college visits, military recruiter visits, and guest speakers from a variety of careers.
2	Embed learning objectives related to career options, the importance of high school graduation, and the value of post-secondary continuing education across all grade levels and content areas.
3	Assure every freshman creates, and maintains throughout high school, a career and education plan with goals that extend past high school and include post-secondary educational opportunities.

Objective 5 – 80% or more of the serviced population (via Hallsville ECSE pre-school and/or Parents as Teachers) entering kindergarten will demonstrate at least 20% growth in achievement scores, as measured by DIAL-3 in areas of motor, concepts, and language.

Performance Measures:	Aggregate DIAL-3 assessment data

Strategy 1 – Preschool staff will communicate goals and expectations that indicate kindergarten readiness to parents and guardians, and provide support for at-home activities to promote student development.

Evaluation:	Parent survey results, student records	Responsible Parties:	ECSE preschool faculty, PAT educators

Action Steps	
1	A progress report reflecting kindergarten readiness will be shared with parents and guardians of preschool students. This report will include ratings on cognitive, social morale, physical, representation, and literacy skills.
2	Parents as Teachers (PAT) educators and professional staff will create a process for allowing parents and guardians to borrow professional literature, student books, recordings, games, and toys that promote development in the identified readiness areas.

Strategy 2 – Professional staff will build collaboration among all members who provide service for pre-kindergarten children in our community.

Evaluation:	Documentation of collaborative meetings	Responsible Parties:	Primary School principal, Director of Special Services, faculty

Action Steps	
1	A minimum of three collaboration meetings will be scheduled each year for PAT educators, preschool teachers, and kindergarten teachers to review student progress, concerns, and intervention options.

Highly Qualified Staff

GOAL 2 – Recruit, attract, develop, and retain highly qualified staff to carry out the district mission, goals, and objectives.

Objective 1 – All Hallsville professional staff will meet Highly Qualified status, as defined by the No Child Left Behind (NCLB) Act and reported in the DESE Core Data system.

Performance Measures:	Highly Qualified Teacher (HQT) data provided by DESE through Core Data assignment report

Evaluation:	Core Data highly qualified educator report	Responsible Parties:	Administrators

Action Steps	
1	All teachers presented to the Board of Education for hire will hold appropriate certification and other credentials relevant to the position.
2	The district will maintain a certified salary schedule that incentivizes the pursuit of advanced degrees and other college coursework directly related to the contracted teaching assignment.

Objective 2 – All professional staff will participate in more than 30 annual clock hours of high quality professional development focused on increased learning for all students through implementation of research-supported instructional practices.

Performance Measures:	Average annual faculty professional development hours, as reported in annual PDC logs

Strategy 1 – All professional staff will create and implement annual plans for professional growth that are at least in part based on and evaluated using student achievement data.

Evaluation:	NEE evaluation of faculty PD plans	Responsible Parties:	Faculty members, administrators

Action Steps	
1	PLC teams and individual faculty members will use student learning data from a variety of sources (e.g., state assessments, other standardized measures, common benchmark assessments, formative assessment, etc.) to determine areas for instructional improvement.
2	Faculty members will align their professional learning goals and experiences with demonstrable student learning needs.
3	Professional learning experiences will include instructional best practices supported by peer-reviewed research literature.
4	A faculty member's plan for professional growth will be evaluated for effectiveness based in part on student learning data.

Strategy 2 – Faculty action plans for professional growth will target areas for improvement as identified by the district teacher evaluation system.

Evaluation:	NEE evaluation of PD plans/instruction	Responsible Parties:	Faculty members, administrators

Action Steps	
1	Individual faculty members and their supervisors will routinely review and discuss observational, anecdotal, and other data collected for use in teacher evaluation.
2	Faculty members will align their professional learning goals and experiences with needs demonstrated by data collected during teacher evaluation processes.

Strategy 3 – The district will continue to support the implementation of effective instructional practices targeted to the needs of the faculty.

Evaluation:	Needs assessments, faculty survey results	Responsible Parties:	Administrators, PDC members

Action Steps	
1	The district will continue to fund professional development opportunities for faculty and administration.
2	The Professional Development Committee (PDC) and administration will gather and analyze data (e.g., student achievement, teacher evaluation, faculty surveys, etc.) to identify and prioritize faculty professional development needs.
3	The district and buildings will offer high-quality professional development opportunities to meet the various needs of individual faculty members.
4	The district will publish a Hallsville Instructional Best Practices resource and use the resource in faculty professional development efforts.
5	Expert faculty members will continue to be identified and recruited to lead in-house professional development opportunities for their colleagues.

Strategy 4 – The effectiveness of the district professional development program will be evaluated using student achievement data and other measures.

Evaluation:	State assessment results	Responsible Parties:	Administrators, PDC members

Objective 3 – The district will implement systematic efforts to retain highly qualified faculty and staff.

Performance Measures:	Seven-year faculty cohort hiring and retention data; exit survey results

Strategy 1 – The district will collect and analyze data in order to better understand causes for teacher and staff attrition.

Evaluation:	Retention/attrition data, survey/interview results	Responsible Parties:	Administrators

Action Steps	
1	Central office personnel will gather and analyze longitudinal data on teacher and staff attrition rates on an annual basis.
2	Faculty and staff leaving the district will be asked to complete exit interviews and/or surveys.

Strategy 2 – The district will implement necessary changes to retain highly qualified faculty and staff.

Evaluation:	Retention/attrition data, survey/interview results	Responsible Parties:	Administrators, Board of Education

Action Steps	
1	The new teacher induction program will be evaluated and revised to better meet the needs of incoming faculty members.
2	The effectiveness of the new teacher induction system will be measured using longitudinal faculty and staff retention data, as well as results from exit interviews/surveys and other appropriate data sources.
3	Salaries, hourly wages, and the district benefits package will be reviewed annually and remain competitive with comparable districts in central Missouri.
4	The district will organize events and activities, and will collaborate with affiliated organizations (e.g., PTO, CTA, etc.) to promote positive school culture and enhance relationships among faculty members.

Objective 4 – All teachers and administrators will demonstrate an annual increase in their capacity to effectively integrate technology into teaching and learning.

Performance Measures:	Classroom instructional climate/walkthrough data; NETS*T assessment results

Evaluation:	Assessment results, observation data	Responsible Parties:	Technology integration specialists, Administrators

Action Steps	
1	Professional staff will demonstrate competency with the National Educational Technology Standards (NETS) for teachers or administrators, as appropriate.
2	Faculty and staff will complete training and demonstrate skill using instructional technologies installed into the teaching environment.
3	Technology integration specialists will provide embedded professional development for instructional staff both within and outside of the classroom.

Facilities, Support, and Instructional Resources

GOAL 3 – Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Objective 1 – District facilities will be adequate to the needs of the student population, district programs, and the community.

Performance Measures:	Building square footage by student, compared with state recommendations

Strategy 1 – The district will create and maintain a long-range (15–20 year) Facilities Master Plan.

Evaluation:	Facilities Master Plan, Board of Education meeting minutes	Responsible Parties:	Board of Education, Administrators

Action Steps	
1	A facilities master planning committee—representing all major stakeholder groups—will be convened to develop a long-range facilities plan.
2	The district will prioritize construction, safety, technology, and other major projects to meet student enrollment growth projections.

Strategy 2 – The district will maintain prioritized short-range plans related to maintenance, capital purchases, and facilities improvements.

Evaluation:	Facilities Program Evaluation	Responsible Parties:	Director of Operations

Action Steps	
1	Administrators will work with faculty members to systematically identify and prioritize building and grounds maintenance and special project needs.
2	Maintenance, repairs, and improvement projects will be completed in a timely manner.
3	The district will continuously review and address campus beautification and facilities improvement projects.

Objective 2 – The district will maintain a safe and orderly environment to promote maximum student learning.

Performance Measures:	Discipline incidents, overall and by building, compared with state averages

Strategy 1 – The district will create and implement a Safety Plan.

Evaluation:	Team meeting records, inventories of written plans/documents/supplies, incident data	Responsible Parties:	District Safety Coordinator

Action Steps	
1	District and building-level teams will be established to review safety needs, set goals, and develop action plans.
2	The district will review and revise our site-based emergency preparedness plans, including communications protocols to be used in emergency situations.
3	Emergency preparedness kits will be created for each classroom; these kits will include documents to ensure systematic responses to potential school safety events and items to be used in emergency situations.
4	Building security needs will be evaluated and recommended improvements will be included in the district Facilities Master Plan and other facilities/maintenance plans.
5	Training on school safety topics will be provided to staff, students, and the community.

Strategy 2 – Administration and faculty will maintain an orderly environment that prioritizes academic learning.

Evaluation:	Quantitative data on discipline referrals and incidents	Responsible Parties:	Building administrators, leadership teams

Action Steps	
1	Each building will implement proactive, research-supported practices (e.g., PBS) that promote a positive school culture and emphasize academic success, character development, and responsible citizenship.
2	Buildings will evaluate student discipline data on at least a quarterly basis and target interventions to the contexts that demonstrate the greatest need.
3	The district will work with local law enforcement agencies to maintain the presence of a School Resource Officer (SRO) within the district.
4	Trained School Safety Officers (SSOs) will be placed within each building.

Objective 3 – District technology will be acquired and used to support student learning.

Performance Measures:	Equity audit data (spending, pupil-device ratio, etc.), overall and by building

Strategy 1 – The district will maintain and implement a Technology Plan.

Evaluation:	Census of technology, needs assessment	Responsible Parties:	Technology Committee, administrators, vertical curriculum teams

Action Steps	
1	An effective Technology Committee composed of a representative group of stakeholders will be established and will meet at least twice annually.
2	The committee will use a variety of data sources (with priority to student learning outcomes) to identify and prioritize needs relating to equipment procurement, maintenances/repair, and replacement.
3	Placement of classroom technology resources (e.g., SMART boards, clickers, mobile devices, etc.) will be dependent upon a teacher's successful completion of appropriate training and demonstrable skill at integrating technology resources into classroom instruction.
4	Technology skills will be integrated across the curriculum.
5	The Technology Plan will be reviewed and evaluated annually to determine effectiveness in promoting specific measurable student learning objectives.
6	The Technology Committee will conduct investigations on the feasibility of implementing alternative educational technology programs and infrastructure (e.g., campus wireless internet access, 1:1 programs, Bring Your Own Device programs, etc.).

Objective 4 – District personnel will promote and provide health services for students, staff, and patrons.

Evaluation:	Health Services Program Evaluation	Responsible Parties:	Advisory team, administrators

Action Steps	
1	A district advisory team will be created. The team will minimally include the following personnel: district SRO, representatives from the counseling staff, representatives from the medical staff, representatives from administration, school psychologist, representatives from the health and physical education department, and parents.
2	The district advisory team will conduct needs assessments, craft action plans, and implement programs to address mental and physical health needs of students, staff, and the community.
3	The district will encourage and support the creation of healthy living activities and educational programs for students, staff, and community members.
4	The district will explore the addition of an outreach counselor to serve as a liaison between the district, students, parents, and community resources.

Parent and Community Involvement

GOAL 4 – Promote, facilitate, and enhance parent, student, and community involvement in district educational programs.

Objective 1 – The district will increase communication among parents, students, faculty, staff, and community members.

Performance Measures:	Climate survey results; social media reach and open-rate data; faculty attendance at events

Strategy 1 – The district will create and implement a comprehensive Communications Plan.

Evaluation:	Parent/student/community survey results	Responsible Parties:	District public relations staff, administrators

Action Steps	
1	The district will maintain and use technology resources (e.g., email, SchoolReach, text messaging services) to provide parents and staff with critical information.
2	The district will establish an effective web and social media presence to disseminate information and to promote school events and programs, and to gather information from parents, students, staff, and the community.
3	The district will maintain contact with local newspaper, radio, and television media to promote school events and programs.
4	The district will develop and disseminate electronic and print publications to provide district and building information to the community.
5	The district will establish and grow partnerships with local businesses, public offices, and other community organizations as a means to promote school programs and events.

Strategy 2 – Each building will develop, implement, and maintain a Communications Plan that is consistent with the district plan and outlines the specific tools and strategies used to increase two-way communication with parents and community members.

Evaluation:	Parent/student/community survey results	Responsible Parties:	Building leadership teams

Action Steps	
1	Building Communication Plans will include goals and strategies that include effective use of district technology resources (e.g., SISK12, email, electronic newsletters, etc.) to communicate with parents, students, and community members.

Strategy 3 – Faculty and student engagement in school-community organizations will increase.

Evaluation:	Event/meeting attendance data	Responsible Parties:	Building administrators, faculty

Strategy 4 – Schools will promote a welcoming culture for parents and community members.

Evaluation:	Parent/student/community survey results	Responsible Parties:	Administrators, leadership teams

Action Steps	
1	Buildings will provide informational sessions to parents on school-related topics (e.g., curriculum, instructional programs, assessment, technology, etc.).
2	The district will provide professional development for "front line" staff to assist them in better providing services to parents and community members.

Strategy 5 – The district will promote the vision of our campus as a vital community resource.

Evaluation:	Parent/student/community survey results, facilities use data	Responsible Parties:	Administrators, district public relations staff

Action Steps	
1	The district will promote our facilities as a preferred hosting venue for local youth and adult events, organizations, and educational opportunities.
2	The district will support staff in the development and implementation of evening and weekend events, organizations, and educational opportunities for youth and adult community members.

Objective 2 – At least 80% of school families will attend or participate in an academic school event annually.

Performance Measures:	Event attendance estimates; family participation at conferences, open houses, and similar events

Strategy 1 – Hallsville Schools will seek parental and student input on ways to increase family participation in district and building events.

Evaluation:	Event attendance data, committee meeting documents	Responsible Parties:	Administrators, leadership teams

Action Steps	
1	The district will establish a parent/family involvement committee.
2	Each building will establish a parent and student advisory committee.
3	Faculty and administration will work with involvement/advisory committees to identify specific events and activities that both support the needs of students and also increase participation, set targets for participation, and include these targets and strategies within the annual Building Improvement Plans.

Strategy 2 – The district and individual school buildings, working alone and/or with others (e.g., PTO, CTA, etc.), will implement family-friendly initiatives designed to increase participation in events.

Evaluation:	Event attendance data	Responsible Parties:	Administrators, leadership teams

Governance

GOAL 5 – Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

Objective 1 – The district will utilize technology, data management, and communication systems to increase operational efficiency, support teaching and learning, and communicate with stakeholder groups.

Evaluation:	Availability of identified documents (Y/N)	Responsible Parties:	Superintendent and other district-level administrators, Board of Education

Action Steps	
1	The district will develop a systems operation manual.
2	The district will improve the efficiency and accuracy of District Program Evaluations.
3	Technology systems will be implemented to provide increased access to Board of Education policies; and meeting agendas, documents, and minutes, within the bounds of the law.