

VISION

Empowering Today to Excel Tomorrow

MISSION

The mission of the Hurst-Euless-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.



2019-2024 DISTRICT GOALS INCLUDING QUALITY INDICATORS

GOAL #1: STUDENT ACHIEVEMENT

- 1.1: Achieve Highest Academic Rating for District
- 1.2: Reading on Grade Level by End of 2nd Grade
- 1.3: Meet Federal Accountability
- 1.4: College, Career, and/or Military Ready Graduates
- 1.5: Increased Student Attendance
- 1.6: Increased Completion Rate (Grades 9-12)

GOAL #2: EFFECTIVE AND EFFICIENT OPERATIONS

- 2.1: Continuous Improvement Approach to Performance Excellence
- 2.2: Efficient Use of District Resources
- 2.3: Technology Resources

GOAL #3: QUALITY TEACHING, ADMINISTRATIVE, AND SUPPORT STAFF

- 3.1: Quality Employee Performance
- 3.2: Increased Employee Retention
- 3.3: Build a Culturally Proficient Organization
- 3.4: Meaningful and Relevant Professional Development Program

GOAL #4: SAFE, HEALTHY, AND NURTURING SCHOOLS

- 4.1: Safe, Orderly, and Healthy Learning Environments
- 4.2: Focus on the Whole Child

GOAL #5: ENDURING RELATIONSHIPS WITH STAKEHOLDERS

- 5.1: Stakeholder Satisfaction
- 5.2: Stakeholder Engagement

CORE MESSAGES

1. Students are responsible for their own learning.
2. Quality teachers and effective schools are essential to students' learning.
3. Parents and patrons are vital partners in the educational process.
4. A safe environment for every student and employee is a prerequisite to learning.
5. Decisions and actions, at all levels, focus on and support effective student learning.

2019-2024 District Goals

Goal #1: Student Achievement

Description: The district will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, instructional best practices, and a district-wide aligned curriculum.

Quality Indicator 1.1: Achieve Highest Academic Rating for District

Success Measures:

- A. 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).
- B. 46% or more of students will achieve Masters Grade Level on STAAR for each subject at each grade level.
- C. 90% or more of gifted and talented (GT) students will score at Masters Grade Level on all STAAR assessments.
- D. 100% of campuses and the district will achieve annual incremental gain as designated and reported through Performance Objectives.
- E. 100% of students will Meet or Exceed Expected Progress in Reading/ELA and Math as reported on the Texas Academic Performance Report (TAPR).
- F. 100% of campuses will earn all applicable distinctions as defined by the state accountability system.
- G. The district will earn all applicable distinctions as defined by the state accountability system.

Evaluation Tools:

- STAAR data for accountability students
- District Performance Objectives Report
- Texas Academic Performance Report
- TEA Distinction Designation Report

Key Strategies:

- Utilize the district's Curriculum Management Plan to achieve highest academic rating for the district by
 - monitoring, revising, and refining district curriculum to ensure alignment with the Texas Essential Knowledge and Skills (TEKS) and to ensure College, Career, and/or Military Readiness.
 - teaching the curriculum with fidelity across grade levels and campuses to guarantee every student access to a quality education.
 - utilizing district and state assessments to direct curriculum, instruction, and professional development.
- Ensure each campus is utilizing progress monitoring of all students, which includes a plan for remediation, intervention, and/or extension, depending on individual student needs.
- Develop, implement, and monitor a plan to increase the percentage of Advanced Academics students scoring at Masters Level on all STAAR assessments.
- Implement and monitor a system to ensure alignment between curriculum, instruction, and district-wide common assessments.
- Utilize data analysis processes to ensure ongoing communication between campuses and district staff.
- Refine and implement strategies to educate students, parents, and district personnel on STAAR

- assessments and state accountability requirements.
- Evaluate and refine the Response to Intervention (RtI) plan, and implement with fidelity.
- Implement a process for screening/assessing students new to the district throughout the school year to determine instructional needs in core content areas.
- Implement and monitor a plan to address performance of all student groups on all state assessments.

Quality Indicator 1.2: Early Literacy

Success Measures:

- A. 100% of Prekindergarten (Pre-K) students will meet end-of-year targets as defined by Pre-K assessment instruments in English or Spanish.
- B. 100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish.

Evaluation Tools:

- District Performance Objectives Report
- Prekindergarten district- approved assessment instruments
 - State Pre-K Early Reading Assessment
 - District-approved Pre-K Report Card
 - District-approved Pre-K Needs Assessment
- District-approved state K-2 Early Reading Assessment in English or Spanish

Key Strategies:

- Monitor and adjust Pre-K early literacy curriculum based on early reading data.
- Monitor and adjust the K-2 Language Arts curriculum and intervention program.
- Refine and implement a process for screening/assessing students new to the district throughout the school year to determine instructional needs for appropriate placement in an intervention program.

Quality Indicator 1.3: Early Numeracy

Success Measures:

- C. 100% of Prekindergarten (Pre-K) students will meet end-of-year targets as defined by Pre-K assessment instruments in English or Spanish.
- D. 100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early math assessment instruments in English or Spanish.

Evaluation Tools:

- District Performance Objectives Report
- Prekindergarten district- approved assessment instruments
 - State Pre-K Early Math Assessment
 - District-approved Pre-K Report Card
 - District-approved Pre-K Needs Assessment
- District-approved state K-2 Early Numeracy Assessment in English or Spanish

Key Strategies:

- Monitor and adjust Pre-K early numeracy curriculum based on early reading data.
- Monitor and adjust the K-2 Math curriculum and intervention program.
- Refine and implement a process for screening/assessing students new to the district throughout the school year to determine instructional needs for appropriate placement in an intervention program.

Quality Indicator 1.4: Meet Federal Accountability**Success Measures:**

- 90% or more of Career and Technical Education Results Driven Accountability (RDA) indicators will receive a rating no greater than 1.
- 90% or more of Bilingual/English as a Second Language (ESL) RDA indicators will receive a rating no greater than 1.
- 90% or more of Every Student Succeeds Act (ESSA) RDA indicators will receive a rating no greater than 1.
- 90% or more of Special Education RDA indicators will receive a rating no greater than 1.
- 100% of Title 1 campuses will meet federal targets as outlined in ESSA.

Evaluation Tools:

- RDA Report
- TEA Accountability Report

Key Strategies:

- Work with program coordinators and directors to develop, implement, and monitor a plan to address RDA indicators.
- Ensure campuses have developed and implemented a plan to address any federal target not met.

Quality Indicator 1.5: College, Career, and/or Military Ready Graduates**Success Measures:**

- 100% of graduates will be college, career, and/or military ready.
- The district will achieve annual incremental gain of graduates meeting Texas Success Initiative (TSI) exemption criteria for both subjects (ELA and Math) as designated and reported through Performance Objectives.
- The district will meet the annual incremental gain of graduates meeting Texas Success Initiative (TSI) exemption criteria for both subjects (ELA and Math) as reported on Texas Academic Performance Report (TAPR).
- The district's Advanced Placement (AP) results will meet or exceed the global average for each AP content area.
- 90% of International Baccalaureate (IB) exams will be passed with a score of 4 or above.
- The district's IB results will meet or exceed the global average for each IB content area.
- Percent of IB students earning the IB diploma will meet or exceed the world average.
- 20% or more of juniors and 15% or more of seniors will participate in the IB program.
- Graduating class will score at or above the national average on SAT.
- Graduating class will score at or above the national average on ACT.
- 100% of students enrolled in dual credit classes will successfully complete each course.
- 100% of career and technical education students will pass all certification and licensure exams taken.

Evaluation Tools:

- Texas Academic Performance Report

- College, Career, and Military Ready Graduates
- TSI Criteria Graduates: Both Subjects
- District Performance Objectives Report
- Disaggregated AP/IB data
- College Board Senior SAT Report
- ACT Report
- District-developed Dual Credit Report
- Career and Technical Education Certification and Licensure Exams Report
- PEIMS military data

Key Strategies:

- Develop and monitor a plan to increase the percentage of students who are College, Career, and/or Military Ready Graduates.
- Develop and implement a plan to increase the number of students who are TSI exempt.
- Improve and monitor a plan to increase percentage of students taking and scoring above the national average on SAT/ACT exams.
- Improve and monitor a plan to increase the number of students participating in the IB program.
- Monitor the plan to ensure that IB diploma rates at both high schools meet or exceed the world average percentage.
- Monitor the plan to increase the percentage of students showing success on AP exams.
- Develop, implement, and monitor a plan to increase percentage of students successfully completing dual credit courses.
- Develop, implement, and monitor a plan to ensure an annual increase in the percentage of students obtaining industry certification and licensures within the career and technical education programs.
- Facilitate opportunities for students to gain awareness of military career options.

Quality Indicator 1.6: Increased Student Attendance

Success Measures:

- A. 100% of campuses and the district will achieve a 97% or more student attendance rate.

Evaluation Tools:

- Public Education Information Management System (PEIMS) Reports
- Student Attendance Report (six weeks)
- Truancy Report (six weeks)

Key Strategies:

- Implement district attendance policies, processes, and procedures to consistently execute notification and follow-up processes on attendance discrepancies.
- Review individual campus attendance rates by six weeks and implement plans to intervene appropriately.
- Recognize campuses with at least 97% student attendance rate each six weeks.

Quality Indicator 1.7: Increased Completion Rate (Grades 9-12)

Success Measures:

- A. 95% or more of 9th grade students within each student group will graduate from high school in four years.

Evaluation Tools:

- Texas Academic Performance Report
- District Performance Objectives Report

Key Strategies:

- Proactively monitor progress toward graduation for each student group and make recommendations for alternative education programs or credit recovery.
- Improve and monitor a credit-recovery plan for at-risk students.

Goal #2: Effective and Efficient Operations

Description: The district will establish systemic and systematic operational processes to align resources with its mission, vision, and goals.

Quality Indicator 2.1: Continuous Improvement Approach to Performance Excellence

Success Measures:

- A. 100% of departments will demonstrate proficiency in the use of a systems approach to continuous improvement.
- B. 100% of campuses will demonstrate proficiency in the use of a systems approach to continuous improvement.
- C. 100% of classrooms will demonstrate proficiency in the use of a systems approach to continuous improvement.
- D. 10% or more of classrooms will earn the distinction of Demonstration Classroom.

Evaluation Tools:

- Department and Campus Improvement Plans
- Department Continuous Improvement Criteria and Rubric
- Campus Continuous Improvement Criteria and Rubric
- Classroom Continuous Improvement Criteria and Rubric
- Demonstration Classroom Criteria and Rubric

Key Strategies:

- Align department and campus plans to the district's strategic plan, and communicate the plan to staff.
- Review, revise, and deploy Continuous Improvement Rubrics at all levels of the organization, ensuring alignment to the seven Baldrige Categories.
- Utilize information from the Continuous Improvement Rubrics as a needs assessment for development of classroom, campus, department, and district improvement plans.
- Align job descriptions, appraisals/evaluations, and recognition to a systems approach to continuous improvement.
- Utilize Demonstration Classrooms as professional development learning labs.

Quality Indicator 2.2: Efficient Use of District Resources

Success Measures:

- A. Achieve the highest rating on the state financial accountability system.
- B. 100% of non-general operating funds are self-sustaining.
- C. Maintain district level student/teacher ratio greater than 16:1.
- D. Maintain district level student/staff ratio greater than 8.5:1.
- E. Maintain district level student/administrator ratio greater than 215:1.
- F. Maintain minimum five months of operating expenditures in general operating fund balance.

Evaluation Tools:

- Financial Integrity Rating System of Texas
- Comprehensive Annual Financial Report (Annual Audit)
- Fall PEIMS submission

- District financial data
- Staffing Table data

Key Strategies:

- Develop, deploy, and monitor a plan to ensure the district achieves the highest rating on the state financial accountability system.
- Monitor non-general operating funds to ensure they remain self-sustaining.
- Monitor documented processes to ensure the appropriate student/teacher, student/staff, and student/administrator ratios are achieved.
- Monitor documented processes to identify both local and high-performing comparison districts that are reviewed annually, updated as necessary, and documented for district use.
- Monitor productivity trends as identified on Education Resource Group (ERG) matrix.

Quality Indicator 2.3: Technology Resources

Success Measures:

- G. 1:1 student to device ratio maintained district-wide.
- H. 97% or more of all computing devices are operational at all times.
- I. 100% of trouble tickets receive a response within two business days.
- J. 75% of all trouble tickets are resolved within two business days.
- K. 100% of all staff are trained in technology appropriate to their assignment.
- L. Develop and Implement Google training plan for all appropriate staff

Evaluation Tools:

- Technology Inventory Report
- Trouble Ticket Report
- Professional Development Report

Key Strategies:

- Develop, deploy, and monitor student technology replacement cycle.
- Develop, deploy, and monitor a plan to track and report trouble ticket data.
- Establish district expectations for technology efficiencies.
- Develop, deploy, and monitor a technology professional development framework.

Goal #3: Quality Teaching, Administrative, and Support Staff

Description: The district will recruit, employ and retain a quality teaching, administrative, and support staff to ensure excellence in student performance.

Quality Indicator 3.1: Quality Employee Performance

Success Measures:

- A. 100% of staff will maintain credentials as required by federal and/or state guidelines.
- B. Campuses and departments will have 97% or higher annual average employee attendance.
- C. 100% of staff will be trained and provided with the resources necessary to effectively and safely perform job responsibilities.

Evaluation Tools:

- Human Resources Vacancy Reports
- Highly Qualified Report
- Attendance data
- Professional Development Reports

Key Strategies:

- The Human Resources department will provide employee attendance data to campus and department leaders.
- Campus and department leaders will utilize attendance data to increase employee attendance to positively impact student achievement and employee performance.
- The Human Resources department will provide reports, survey feedback, and trend data to appropriate departments related to workplace injuries and potential job-specific onboarding needs of non-exempt employees.
- Department leaders will work with the Human Resources department to develop and implement an ongoing training plan to address needs identified in trend data.
- The Human Resources department will provide training for district leaders on best practices for providing ongoing performance feedback to employees, coaching employees to success, and addressing performance concerns in a timely manner.

Quality Indicator 3.2: Increased Employee Retention

Success Measures:

- A. Meet or exceed 90% retention rate for teachers.
- B. Meet or exceed 90% retention rate for non-teaching professionals.
- C. Meet or exceed 85% retention rate for paraprofessionals.
- D. Meet or exceed 85% retention rate for auxiliary employees.

Evaluation Tools:

- Focus Group and Stay Interview data

- Retention data
- New Hire data
- Staffing Table data
- New Hire and Separation Survey data

Key Strategies:

- Administer the annual HEB ISD Employee Survey to all employees to measure employee engagement and satisfaction, factors which impact employee retention.
- Administer additional surveys to measure employee engagement and satisfaction, as needed.
- Analyze survey data to identify specific trends that may impact employee retention, and determine areas for improvement in employee engagement and satisfaction at the campus, department, and district levels.
- Facilitate focus groups and/or Stay Interviews, as necessary, to gather additional feedback in identified areas for improvement. The Human Resources department will provide appropriate reports, survey feedback, and trend data to the Executive Leadership Team.
- Appropriate Executive Leadership Team members will utilize all data and feedback to assist campus and department leaders in improving employee engagement, satisfaction, and retention.

Quality Indicator 3.3: Build a Culturally Proficient Organization

Success Measures:

- 100% of employees will participate in ongoing professional development in the area of cultural proficiency.
- 90% or more of employees will indicate HEB ISD is a culturally proficient organization.
- 90% or more of students will indicate HEB ISD is a culturally proficient organization.
- 90% or more of parents will indicate HEB ISD is a culturally proficient organization.

Evaluation Tools:

- Documented Professional Development Frameworks
- Employee Survey data
- Student Survey data
- Parent Survey data
- Employee Applicant and Hiring data

Key Strategies:

- Strategically communicate HEB ISD's core value of cultural proficiency.
- Identify and utilize an advisory group to assist the Executive Leadership Team in developing an ongoing professional development plan.
- Ensure cultural proficiency is a component of professional development frameworks and the leadership development framework.
- Develop and implement ongoing professional development in the area of cultural proficiency for all employee groups within the organization, beginning with a focus on district leaders.
- Develop and implement targeted recruitment to attract graduates of identified top-rated education programs producing diverse teacher candidates.

Quality Indicator 3.4: Meaningful and Relevant Professional Development Program

Success Measures:

- A. 100% of campuses and departments will utilize a documented professional development framework aligned to the strategic plan, state standards, and/or district requirements in the planning and implementation of professional development.
- B. 90% or more of employee survey respondents will indicate that professional development is meaningful, relevant, and applicable to their work.
- C. 100% of employees new to the district or new to a position will begin the job-specific onboarding process within the first month of assuming their duties.
- D. 100% of district principals, assistant principals, directors, coordinators, and key staff will participate in ongoing leadership development.

Evaluation Tools:

- Documented professional development frameworks
- Campus, department, and district professional development evaluation tools
- Campus, department, and district professional development plans/agendas
- HEB ISD employee survey data
- Job-specific onboarding documents
- Leadership development attendance documentation

Key Strategies:

- Develop and implement a process to ensure all district departments have documented, aligned, and relevant professional development frameworks.
- Develop and implement a process for monitoring implementation of professional development frameworks.
- Consistently utilize participant feedback from campus, department, and district professional development evaluation tools to continuously improve professional learning.
- Ensure cultural proficiency is a component of professional development frameworks.
- Develop, implement, and refine onboarding processes for all employees new to the district or a position.
- Develop, document, and implement a leadership development framework.
- Develop the leadership capacity of employees through focused development opportunities throughout the organization.

Goal #4: Safe, Healthy, and Nurturing Schools

Description: The district will provide and maintain safe, healthy and nurturing environments conducive to learning, which will enable students to think critically and act responsibly.

Quality Indicator 4.1: Safe, Orderly, and Healthy Learning Environments

Success Measures:

- A. 100% of campuses and other district facilities complete all emergency drills within designated timelines.
- B. 100% of the required safety inspections are completed and items remedied within designated timelines.
- C. 100% of state mandated student safety and welfare training is provided to appropriate staff
- D. 100% of students report on the annual survey they feel safe at school.
- E. 100% of parents report on the annual survey they feel their children are safe at school.
- F. 100% of employees report on the annual survey they feel safe in the work environment.
- G. 100% of parents report on the annual survey that campuses implement a discipline management plan that supports a safe and orderly learning environment.
- H. 100% of staff report on the annual survey that campuses implement a discipline management plan that supports a safe and orderly learning environment.
- I. 100% of students report on the annual survey that campuses implement a discipline management plan that supports a safe and orderly learning environment.
- J. 100% of campuses will have access to mental health/counseling resources to support student well-being.

Evaluation Tools:

- District Alternative Education Program (DAEP) Reports
- Safety Report
- PEIMS Discipline Report
- Survey results
- Drill logs
- Safety Inspection Report
- Campus Improvement Plans

Key Strategies:

- Update and communicate annually the district's Emergency Operation Plan in alignment with Standard Response Protocol, Texas School Safety Center, and other local and state recommendations for best practices.
- Monitor drill and inspection logs to ensure timely completion and action taken to address systemic issues.
- Upgrade security measures as resources allow.
- Ensure implementation of discipline plans consistent with the HEB ISD Student Code of Conduct in support of safe and orderly learning environments.
- Revise, implement, and communicate a Pre-K-12 RtI plan for behavior/discipline which includes on-going professional development, data collection, and analysis.
- Provide Child Abuse Prevention information and programming on each campus.
- Complete required federal, state, and district training, which supports a safe and secure environment for staff and students.
- Develop, communicate, and update a mental health/counseling resource guide for students,

Quality Indicator 4.2: Focus on the Whole Child

Success Measures:

- A. 100% of campuses will provide students opportunities to participate in clubs, organizations, or enrichment activities.
- B. 60% or more of all varsity athletic teams will advance to post-season competition.
- C. 100% of varsity band, choir or orchestra groups will earn a Division 1 rating at University Interscholastic League (UIL).
- D. 100% of the Schools of Choice programs will operate at 90% of target student capacity.
- E. 100% of World Language programs will have a standard Memorandum of Understanding (MOU) with an international sister school.
- F. 100% of secondary students will have access to travel opportunities for the purpose of cultural enrichment.

Evaluation Tools:

- HEB ISD Student Survey results
- UIL results
- Schools of Choice Capacity Expectation Document/Enrollment Report and Waiting Lists
- Approved and filed MOUs
- School Board-approved student travel
- Student Travel Report

Key Strategies:

- Increase awareness of enrichment programs and opportunities to address the needs of students beyond core academics.
- Provide competitive athletic programs to promote satisfaction through positive experiences that build self-esteem, self-discipline, and character.
- Provide quality performing arts programs to promote satisfaction through positive experiences that build self-esteem, self-discipline, and character.
- Evaluate Schools of Choice programs that are at or above target capacity to identify unmet demand.
- Evaluate Schools of Choice programs that are below target capacity to determine sufficient return on investment as measured by defined criteria.
- Develop standard sister school host processes and parameters on international travel programs.
- Review travel processes on a yearly basis.

Goal #5: Enduring Relationships with Stakeholders

Description: The district will build and maintain enduring positive relationships with its stakeholders to create common interests in support of the district's mission, vision, and goals.

Quality Indicator 5.1: Stakeholder Satisfaction

Success Measures:

- A. 90% or more of survey respondents will assign the district a positive rating on the annual district parent survey.
- B. 90% or more of survey respondents will assign the district a positive rating on the annual district staff survey.
- C. 90% or more of survey respondents will assign the district a positive rating on the annual district student survey.
- D. 100% of district operational elections will be successful.

Evaluation Tools:

- HEB ISD Parent Survey
- HEB ISD Staff Survey
- HEB ISD Student Survey
- Bond TRE/VATRE Election results

Key Strategies:

- Align survey questions to the district strategic plan.
- Maintain survey stability to track trend data.
- Use survey data to identify opportunities for improvement and take appropriate actions.
- Develop and deploy a process to communicate survey results to applicable stakeholders.
- Utilize survey results in campus, department, and district improvement planning.

Quality Indicator 5.2: Stakeholder Engagement

Success Measures:

- A. Maintain 8,000 or more active volunteers per year.
- B. Maintain 250 or more adopters per year.
- C. 25% or more of campus' student enrollment as of Fall PEIMS Snapshot date will participate in the annual parent and community survey.
- D. Provide at least two district-wide family/community engagement events annually.

Evaluation Tools:

- Volunteer Report
- Adopter Report
- Annual district survey using PEIMS Snapshot data
- Implementation plan and evaluation data for at least two district-wide events

Key Strategies:

- Monitor a plan for recruitment and retention of value-added volunteers, adopters, and engaged stakeholders.

- Recognize campuses achieving 25% or more of student enrollment participating in the annual parent and community survey.
- Develop and deploy district-wide family engagement events.