

2014-2019 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 Level 2 on State of Texas Assessment of Academic Readiness (STAAR)
- B. 25% or more of students will achieve Level III on STAAR for each subject at each grade level
- C. 100% of campuses and the district will achieve annual incremental gain as designated and reported through Performance Objectives
- D. 70% or more of students will achieve Meet or Exceed Progress in Reading, Math, and Writing as reported on the Texas Academic Performance Report (TAPR)
- E. 100% of campuses will earn all applicable distinctions as defined by the state accountability system

Evaluation Tools:

- STAAR data for accountability students
- District Performance Objectives Report
- District Approved State Early Reading Assessment (English and Spanish)
- Texas Academic Performance Report (TAPR)

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 and Career Readiness.
- Utilize the district's Curriculum Management Plan to achieve highest academic rating for district by ensuring the curriculum is taught with fidelity across grade levels and campuses to guarantee every child access to a quality education.
- Utilize the district's Curriculum Management Plan to achieve highest academic rating for district by utilizing district and state assessments to direct instruction, curriculum and professional development.
- Develop, implement and monitor a system to ensure alignment between curriculum, instruction and districtwide common assessments.
- Utilize data analysis processes to ensure ongoing communication between campuses and district staff.
- Monitor movement and analyze district and campus data using ERG Model.
- Refine and implement strategies to educate students, parents, and district personnel on STAAR assessment and state accountability requirements, and most current state expectations and requirements.
- Evaluate, refine and implement RtI plan with fidelity.
- Develop and implement a process for screening/assessing students new to the district to determine instructional need in core content areas.
- Develop, implement, and monitor a plan to specifically address achievement of English Language Learners (ELL).

- Develop, implement, and monitor a plan to specifically address achievement of students served through special education.
- Develop, implement, and monitor a plan to specifically address achievement of students served through the bilingual program.
- Develop and implement a system to measure the use of technology by curriculum staff, teachers and students (SAMR).

Quality Indicator 1.2: Reading on Grade Level by the End of 2nd Grade

Success Measures:

- A. 100% of Pre-K students will meet end-of-year targets as defined by Pre-K early reading assessment 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 instrument in English or Spanish

Evaluation Tools:

- District Performance Objectives Report
- District Approved State Pre-K Early Reading Assessment
- District Approved State K-2 Early Reading Assessment in English and 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 Systematic Targeted Reading for Performance Excellence (STRIPE) intervention program.
- Refine and implement a process for screening/assessing students new to the district to determine instructional need for placement in STRIPE.
- Ensure the integration of STRIPE into the district's K-2 Response to Intervention (RtI) program.

Quality Indicator 1.3: Meet Federal Accountability

Success Measures:

- A. 90% or more of Career and Technology Performance-Based Monitoring Analysis System (PBMAS) indicators will receive a rating no greater than 1
- B. 90% or more of Bilingual /English as a Second Language (ESL) PBMAS indicators will receive a rating no greater than 1
- C. 90% or more of Every Student Succeeds Act (ESSA) PBMAS indicators will receive a rating no greater than 1
- D. 90% or more of Special Education PBMAS indicators will receive a rating no greater than 1
- E. 100% of Limited English Proficient (LEP) students will meet Annual Measurable Achievement Objectives (AMAO)
- F. 95% or more of 9th grade students who are in LEP cohort group will graduate within four years upon entering 9th grade
- G. 95% or more of 9th grade students served through special education cohort group will graduate within four years upon entering 9th grade
- H. 95% or greater participation rate on state assessments for all student groups

Evaluation Tools:

- PBMAS Report
- Disaggregated District Benchmark Assessments
- Texas English Language Proficiency Assessment System (TELPAS)
- Annual AMAO Report
- STAAR, STAAR-A, STAAR Linguistically Accommodated (STAAR-L), STAAR Alternate (STAAR-Alt)
- TAPR

Key Strategies:

- Develop and implement a plan to address PBMAS indicators.
- Align the ESL and Bilingual programs to the TELPAS proficiency standards and STAAR passing standards to meet federal guidelines.
- Ensure all students have access to grade level curriculum.
- Monitor the progress of students served through special education to ensure they demonstrate mastery of grade level curriculum.
- Ensure high achievement standards for students served through special education so that no more than 1% take STAAR-Alt.
- Implement strategies to ensure students who are LEP graduate within 4 years of entering 9th grade.
- Implement strategies to ensure students served through special education graduate within 4 years of entering 9th grade.
- Monitor student participation on all state assessments for all student groups.

Quality Indicator 1.4: College Ready Graduates

Success Measures:

- A. 90% or more of gifted and talented (GT) students will score at Level 3 on all STAAR assessments
- B. 100% of general education students attending a comprehensive high school will graduate on the Distinguished High School Plan (DHSP) or with the Distinguished Level of Achievement (DLA)
- C. 80% of students qualifying through Advanced Placement Qualifying Test (APQT) will score 3 or better for each corresponding content area on the Advanced Placement (AP) exam in which they test
- D. The District's AP results will meet or exceed the global average for each AP content area
- E. 90% or more of the International Baccalaureate (IB) exams taken will receive a score of 4 or above for each content area
- F. Percent of IB students earning the IB diploma will meet or exceed the world average as recalculated annually by IB
- G. 20% or more of juniors and 15% or more of seniors will participate in the IB program
- H. Graduating class will score at or above the national average on SAT
- I. Graduating class will score at or above the national average on ACT
- J. 90% or more of students will be college-ready graduates in English Language Arts, Mathematics, and Both Subjects

Evaluation Tools:

- TAPR
- District Performance Objectives Report
- Disaggregated AP/IB data
- Disaggregated SAT/ACT data
- APQT Annual Report
- College Board Senior SAT Report
- ACT Report

Strategies:

- Develop and monitor a plan to increase the percentage of students who graduate on the Distinguished High School Program (DHSP) or Distinguished Level of Achievement (DLA).
- Improve and monitor a plan to increase percentage of ELL students who graduate on the Distinguished High School Program or Distinguished Level of Achievement (DLA).
- 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 current plan to ensure that IB diploma candidates earn the IB diploma at or above the world average percentage.
- Monitor the plan to increase the percentage of students showing success on AP exams.
- Develop and monitor a plan to increase the percentage of students who are College-Ready Graduates in English Language Arts, Mathematics, and Both Subjects.

Quality Indicator 1.5: Career Readiness

Success Measures:

- A. 100% of career and technical education students will pass all certification exams and licensure exams taken
- B. 100% of eligible students will have a documented endorsement choice supporting the endorsement(s) upon entering 9th grade
- C. 100% of eligible students will have a documented personal graduation plan which includes a coherent sequence of courses leading to their chosen endorsement(s), beginning with the 10th grade class of 2015-2016

Evaluation Tool:

- Career and technical education certification and licensure examinations report
- Random audit of personal graduation plans

Key Strategies:

- Continually work with industry and business leaders to develop key strategic partnerships that support relevant CTE course offerings.
- Continually evaluate CTE course offerings to anticipate market needs for certifications and course offerings.
- 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.
- Develop, implement, and monitor a plan to ensure all 9th grade students have selected an endorsement area and are beginning a coherent sequence of courses leading to their chosen endorsement(s).
- Develop, implement, and monitor a plan to ensure students in grades 10-12 continue to follow a coherent sequence of courses in order to successfully complete their chosen endorsement(s).

Quality Indicator 1.6: Increased Student Attendance

Success Measures:

- A. 97% or more student attendance rate

Evaluation Tools:

- Audit implementation of attendance process through random sampling
- Public Education Information Management System (PEIMS) Reports
- Student Enrollment Report (weekly)
- Campus Average Daily Attendance (ADA) Report (weekly)
- Student attendance report (6 weeks)
- Truancy Report (6 weeks)

Key Strategies:

- Ensure district attendance policies, processes, and procedures are implemented with fidelity to consistently execute notification and follow up processes on attendance discrepancies.
- Review individual campus attendance rates by 6 weeks and implement plans to intervene where appropriate.

Quality Indicator 1.7: Increased Completion Rate (Grades 9-12) and Decreased Annual Dropout Rate (Grades 7-8)***Success Measures:***

- A. 95% or more of 9th grade students within each student group graduating from high school in four years
- B. Less than 1% of students in grades 7 and 8 dropping out of school for all student groups

Evaluation Tools:

- TAPR
- District Performance Objectives Report

Key Strategies:

- Proactively monitor at risk 9th graders for intervention through alternative education programs or credit recovery.
- Improve and monitor a credit recovery plan for at-risk students.
- Improve and monitor a plan to decrease the dropout rate for 7th and 8th grade students.

Goal #2: Effective and Efficient Operations for all Components

Description: The district will align its resources with its mission and establish operational processes that systematically improve individual components, which in turn, improve the district.

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:

- Performance Appraisal Indicators
- Department and Campus Plans
- Documented Key District Processes
- Quarterly Report
- 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:

- Communicate the district strategic plan and expectation of plan alignment.
- Department and campuses align their plans to the district's strategic plan and communicate the plan to their staff.
- Identify key district, campus and departmental processes; document those processes; organize and continually make the processes accessible to applicable users.
- Actively monitor process performance to identify opportunities to re-allocate resources or improve the effectiveness and efficiency of key processes.
- Actively involve workforce members in process evaluation and improvement cycles.
- Develop, document, and implement job orientation and transition plans to limit performance gaps and ensure smooth succession.
- Align job descriptions, appraisals/evaluations, and rewards to a systems approach to continuous improvement.
- Implement, evaluate and revise the Continuous Improvement Criteria and Rubrics for classrooms, campuses, and departments.
- Utilize Demonstration Classrooms as professional development learning labs.
- Utilize Demonstration Classroom rubric to measure, monitor, and report student ownership of learning.

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 4 months operating expenditures in general operating fund balance

Evaluation Tools:

- Comprehensive Annual Financial Report (Annual Audit)
- Fall PEIMS submission
- District financial data

Key Strategies:

- Develop, implement, 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.
- Develop, document, and monitor processes to ensure the appropriate student/teacher, student/staff and student/administrator ratios are achieved.
- Develop, implement, and monitor a process to ensure use of district resources is aligned with the district goals and quality indicators.
- Develop, implement, and monitor a process to identify both local and high performing comparison districts that are reviewed annually, updated as necessary and documented for district use.
- Analyze financial and other relevant data of comparison districts and identify potential areas for improvement.
- Monitor and continually improve the process to control utility expense across the district.
- Monitor movement in the ERG performance versus cost model.

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

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

Quality Indicator 3.1: Build Cultural Proficiencies to Create an Inclusive Work Environment

Success Measures:

- A. 90% or more of HEB ISD employees indicate they relate to and interact effectively with other employees across cultures
- B. 90% or more of HEB ISD employees indicate that other employees effectively relate to and interact with them
- C. 100% of employees will participate in professional development to gain an understanding of one's own culture, other cultures, and cross-cultural skills

Evaluation Tools:

- Professional Development Logs/Transcripts
- HEB ISD Employee Survey

Key Strategies:

- Develop a common understanding of the term “culture, cultural awareness, and inclusive environment” in HEB ISD.
- Develop a communications plan to foster a common understanding of culture, cultural awareness, and inclusive environment.
- Provide employees with information/training materials to promote an understanding of the value of an inclusive work environment.
- Design inclusive recruiting strategies to increase interest and awareness of HEB ISD.
- Provide hiring administrators with training tools to utilize during the interview and selection process which assess a candidate's suitability for an inclusive work environment.
- Utilize District staff/leaders, who have successfully demonstrated the ability to build cross cultural teams, in an advisory capacity.
- Campus and District administrators will continue to hire for skill and quality with an awareness of the ethnic diversity of the district.

Quality Indicator 3.2: Increased Employee Engagement and Satisfaction

Success Measures:

- A. 95% or more of employees report engagement and satisfaction on District Employee Survey
- B. 97% or higher annual average employee attendance
- C. Employee retention rates for employees who are on target, meet, or exceed job performance expectations will be:
 - 90% or more of non-teaching professionals
 - 90% or more of teachers
 - 85% or more of paraprofessional/auxiliary employees
- D. 95% or more of leadership positions will be filled with quality internal candidates, when appropriate

Evaluation Tools:

- HEB ISD Employee Survey
- Campus/Department Formative Assessments
- Retention Rate Data
- Attendance Reports
- Human Resources Vacancy Reports
- Exit Data

Key Strategies:

- Administer the annual HEB ISD Employee Survey to all employees and use the data to improve employee relations.
- Increase awareness of resources available to promote wellness.
- Gather data to measure progress on established employee satisfaction areas at the campus, department, and district level.
- Establish a system for recognition based on input from employees at the campus, department, and district level.
- Provide Exit Interview Data to the appropriate Cabinet members and ensure trends are shared with specific campus/department leaders.
- Develop the leadership capacity of employees through focused development opportunities throughout the organization.
- Review and evaluate compensation data.
- Review employee attendance data each 6 weeks for proactive intervention.

Quality Indicator 3.3: Quality Employee Performance

Success Measures:

- A. 95% or more of all allocated classroom teacher positions will be filled by the first day of new teacher training
- B. 100% of staff will maintain credentials as required by federal and/or state guidelines
- C. 100% of employee appraisals will be aligned with HEB ISD criteria for quality employees
- D. 100% of employee appraisals will evaluate the use of a systems approach to continuous improvement

Evaluation Tools:

- Human Resources Vacancy Reports
- Highly Qualified Report(s)
- Quality staff criteria
- Employee appraisal document(s)
- Electronic appraisal software report(s)

Key Strategies:

- Maintain credentials for all staff as defined by national and state standards.
- Complete and deploy the use of HEB ISD Employee/Employer Expectations to all employee groups.
- Complete quality employee criteria for all employee groups for use in evaluations.
- Provide hiring administrators with training tools to utilize during the interview and selection process which assess a candidate's alignment with the quality employee criteria.
- Implement the approved State evaluation system for teachers and campus administrators.
- Evaluate the electronic appraisal software system to determine if it meets District needs.

Quality Indicator 3.4: Focused Professional Development Program

Success Measures:

- A. 100% of professional development plans will align to District goals, applicable Professional Development Frameworks and state standards and requirements
- B. 100% of District departments will utilize the Professional Development framework to improve employee performance
- C. 100% of staff will utilize the applicable Professional Development Framework to improve performance
- D. 90% or more of survey respondents will indicate positive correlation between District professional development and improved student achievement
- E. 100% of professionals new to the District or new to a position will begin the District job aligned onboarding process within first month of assuming their duties

Evaluation Tools:

- Online professional development evaluations/ surveys
- Campus and Department Professional Development Plans
- Teacher and Administrator Professional Learning Plans
- Professional development attendance audit and transcripts
- Summative annual appraisal
- HEB ISD Employee Survey
- Campus/Department Formative Assessments
- Retention Rate Reports
- Attendance Reports
- Hiring Documents
- Onboarding Document

Key Strategies:

- Align professional development plans to District goals, professional development frameworks, and where applicable, the Hurst-Euleless-Bedford Teaching and Learning System.
- Revise, monitor, and measure implementation of professional development frameworks for all applicable district employees.
- Monitor the number of employees meeting professional development requirements.
- Develop, deploy, and monitor a process to determine the effectiveness of District and campus professional development in improving student achievement.
- Use goal teams/learning communities to engage professionals in collaborative professional learning to strengthen their practice and increase student results.
- Develop and integrate cultural training as a component of District Professional Development Framework.

- Utilize participant feedback on professional development sessions to evaluate effectiveness of the content, context and delivery of training, and to inform improvement.
- Develop, implement and refine onboarding processes for all professionals new to District or position.
- Sustain and expand the program to develop leadership skills for current and potential administrators at District and campus levels.
- Develop, implement, and sustain a program to develop leadership skills for current and potential teacher leaders.
- Refine and improve a process for training to ensure substitutes are adequately prepared for long term assignments.
- Sustain a mentor program to train, support, and retain teachers new to the profession.
- Refine and implement induction plan for teachers new to the District.

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. Operate within 5% of John Peter Smith (JPS) school-based health clinic identified capacity as defined by JPS
- B. 100% of campuses and other district facilities complete all emergency drills within designated timelines
- C. 100% of the required safety inspections are completed and items remedied within designated timelines
- D. 95% or more of students report they feel safe at school
- E. 95% or more of parents report they feel their children are safe at school
- F. 95% or more of employees report they feel safe in the work environment
- G. 100% of campuses will include in their plans specific opportunities for students to improve physical fitness
- H. 90% or more of parents and staff report on the annual survey that campuses implement a discipline management plan that supports a safe and orderly learning environment

Evaluation Tools:

- JPS school-based health clinic visits
- District Alternative Education Program (DAEP) semester and end-of-year reports
- Safety Report
- PEIMS discipline reports
- Survey results
- Drill logs
- Safety Inspection Reports
- Campus Improvement Plans

Key Strategies:

- Promote wellness opportunities for students and employees.
- Update and communicate the District's Emergency Operation Plan annually.
- Monitor drill and inspection logs to ensure completed timely 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.
- Implement a PK-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.

Quality Indicator 4.2: Focus on the Whole Child

Success Measures:

- A. 100% of campuses will provide students in grades 7-12 opportunities to participate in clubs, organizations or 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 district offered world language programs will have standard Memorandums of Understanding with international sister schools

Evaluation Tools:

- HEB ISD Student Survey results
- UIL results
- Schools of Choice Capacity / Enrollment Report and Waiting Lists
- Approved and filed MOUs

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.

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.

Quality Indicator 5.1: Increased Stakeholder Satisfaction with HEB ISD

Success Measures:

- A. 90% or more of survey respondents will assign the District a rating of Excellent or Very Good on the annual District parent and community survey
- B. 90% or more of student survey respondents will assign the District a rating of Excellent or Very Good on the annual District student survey
- C. 100% percent passage of District elections

Evaluation Tools:

- HEB ISD Parent and Community Survey
- HEB ISD Student Survey
- Election results

Key Strategies:

- Evaluate survey responses to identify improvement opportunities to enhance satisfaction.
- Develop and implement an action plan to increase annual survey participation from non-parent stakeholders.
- Develop and deploy a process to communicate survey results and action plan to applicable stakeholders.
- Develop a plan to promote a culture in which all employees will want to promote the District, their campus, or their department to internal and external stakeholders.
- Actively monitor customer feedback for concerns, issues and emerging trends that rise to District leadership to determine if action needs to be taken.

Quality Indicator 5.2: Increased Stakeholder Engagement

Success Measures:

- A. 5% increase each school year in number of issued volunteer badges
- B. 90% or more of survey respondents indicate they are informed about key school sponsored activities such as Elementary Student-led Conferences, Conference Days and Back to School Night
- C. 100% of strategic alliances provide the District with value-added services
- D. Maintain 250 or more adopters per year
- E. 50% or more of each campus' student enrollment as of Fall PEIMS Snapshot date will participate in the annual parent and community survey

Evaluation Tools:

- Volunteer and adopter reports
- Election results
- Annual district survey using PEIMS Snapshot data

Key Strategies:

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

- Work with specific community partners to secure supplemental resources to assist HEB ISD students and families.
- Develop and maintain a list of key stakeholder groups to invite to campus and district events at the campus and department level.
- Develop and implement a process to solicit stakeholder input regarding effective communication methods to promote HEB ISD.
- Develop a plan to monitor delivery of value added services from each strategic alliance. Monitor district participation in partner organization activities. Expand recognition of strategic alliance partners.
- Promote district adopter discounts to employees and evaluate the opportunity to host a vendor fair.

Quality Indicator 5.3: Increased Customer Service Satisfaction

Success Measures:

- A. 90% or more of survey respondents will assign the District a rating of Excellent or Very Good on the annual District surveys

Evaluation Tools:

- Annual District Surveys

Key Strategies:

- Deploy and monitor the district-wide customer experience program to exceed the needs of internal and external stakeholders.
- Create a culture where excellent customer experience is an expectation demonstrated through leadership modeling, training, time, resources, and recognition.
- Proactively recognize employees that exhibit the district's defined customer experience actions and behaviors.
- Develop a process to actively monitor and evaluate concerns and issues raised to leadership.
- Develop a process to harness innovative ideas from internal and external stakeholders that reflect their changing customer requirements.