

Hallsville Independent School District

School Information

District Name: Hallsville Independent School District
District Address: P.O. Box 810, Hallsville TX 75650-0810
District Phone: (903)668-5990
District Fax: (903)668-5979
Superintendent: Jim Dunlap
District Contact: Paula Rogers, Deputy Superintendent
E-mail: progers@hisd.com

Demographics

Number of Students: 4,566
Percent Eligible for Free and Reduced Lunch: 40.12%
Percent of Limited English Proficient: 4.23%
Percent of Special Education: 9.0%
Racial/Ethnic Percentages:

- **White:** 78.08%
- **Black:** 7.5%
- **Hispanic:** 11.06%
- **Asian/Pacific Island:** 0.47%
- **American Indian:** 0.54%
- **Hawaiian/Pacific Island:** 0.1%
- **Two or More Races:** 2.5%
- **Other:**

Schools in District

Little Cats Learning Center (Pre-K, Head Start)
Hallsville North Elementary School (K-3)
Hallsville East Elementary School (K-3)
Hallsville Intermediate School (4-5)
Hallsville Junior High School (6-8)
Hallsville High School (9-12)

Student Achievement Data

Hallsville ISD is rated by the Texas Education Agency as a Recognized District.

The following charts demonstrate the percentage of students who met and exceeded state standards based on the Texas Assessment of Knowledge and Skills (TAKS). The Texas Accountability System uses Mathematics, Reading/ELA, Science, Social Studies, and Writing on the Texas Assessment of Knowledge and Skills to rate districts and campuses. All five of these areas are not tested each year. We have included the district scores in comparison to the state and districts in our region of the state.

Note:

Beginning in spring 2012, the State of Texas Assessments of Academic Readiness (STAAR™) will replace the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program at grades 3–8 will assess the same subjects and grades that are currently assessed on TAKS. At high school, however, grade-specific assessments will be replaced with 12 end-of-course (EOC) assessments: Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history. Standards for the end-of-course assessments were released prior to the 2012 spring administrations. Standards for each of grade specific assessment will be released during the 2012-2013 school year.

The drop in Math and Science scores between 2011 and 2012 has caused the district to review data and re-examine our practices. We believe that this drop was caused by the combined effect of several factors:

- Due to the change in accountability systems in Texas, math teachers were teaching to two sets of standards simultaneously.
- Science standards changed.

- 2012 scores are grades 10 and 11 only. Therefore, a smaller overall pool than the comparison group of 2011.
- There was a change in campus interventions and the data review process at the high school.

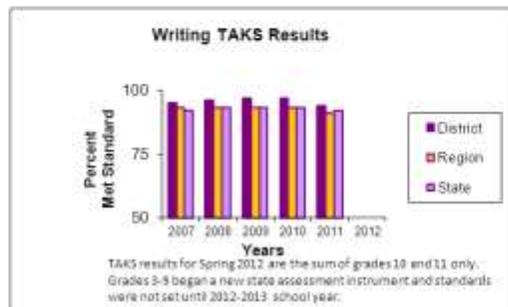
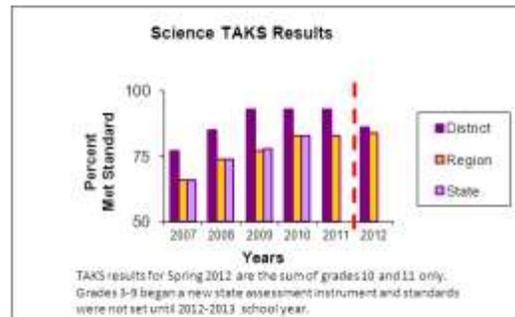
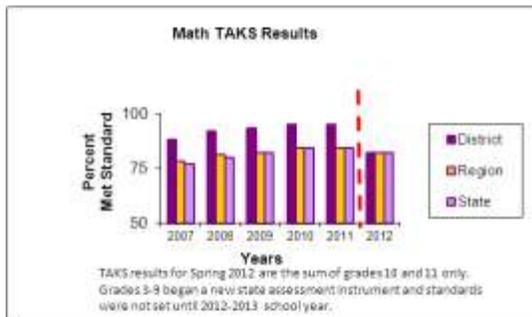
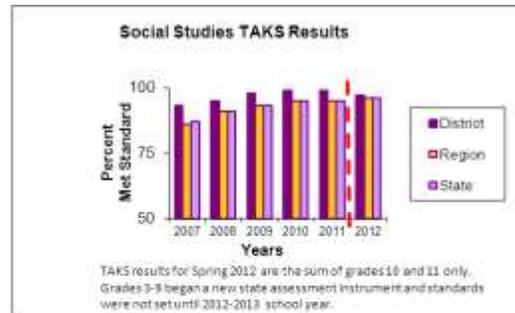
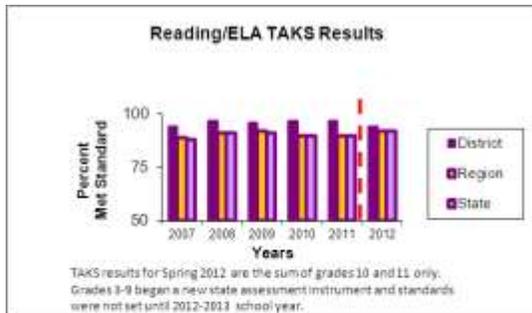
As a result of the review of data the district implemented significant training on new standards in all grades and subject areas with Lead4ward and implemented a comprehensive remediation plan with those students not successful on the 2012 state assessment.

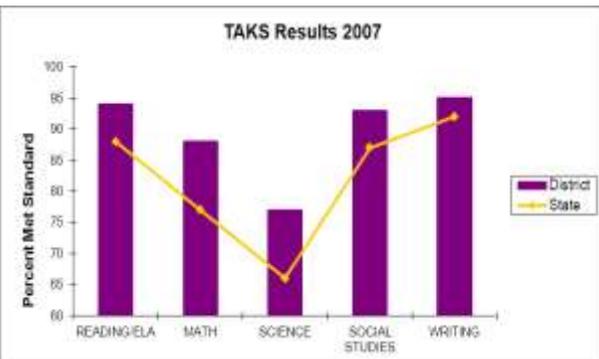
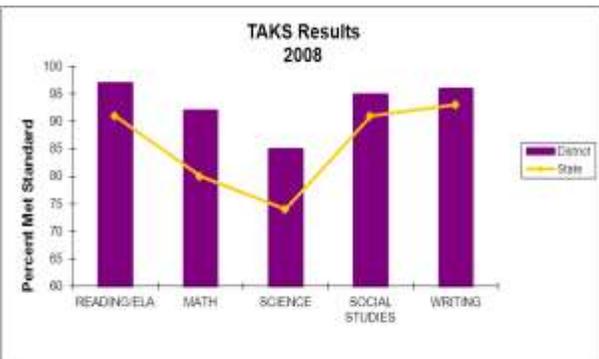
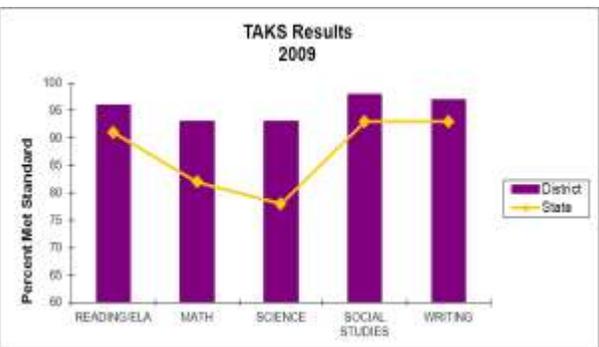
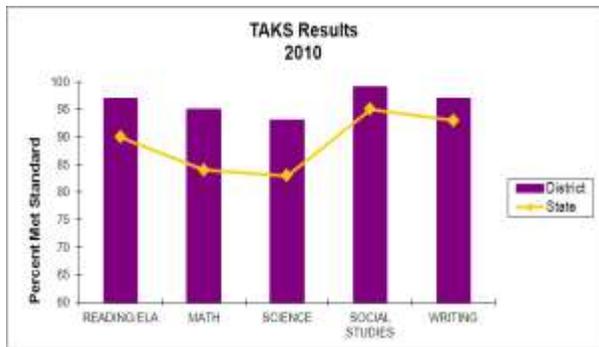
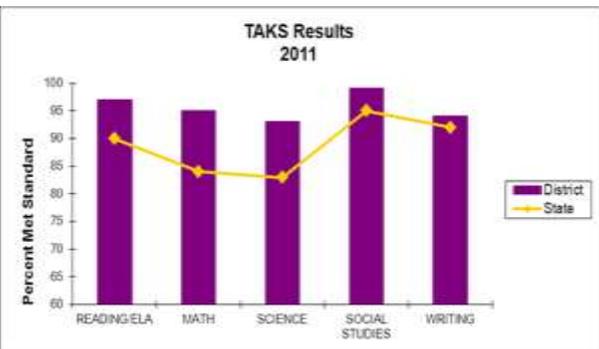
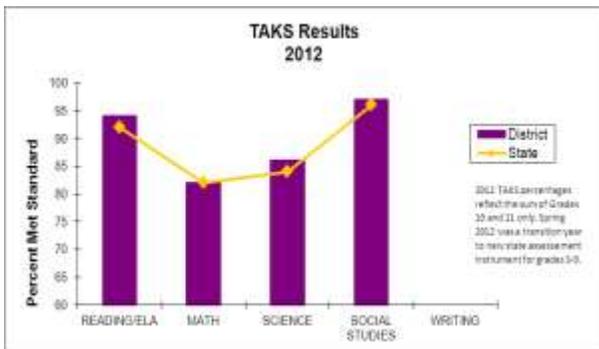
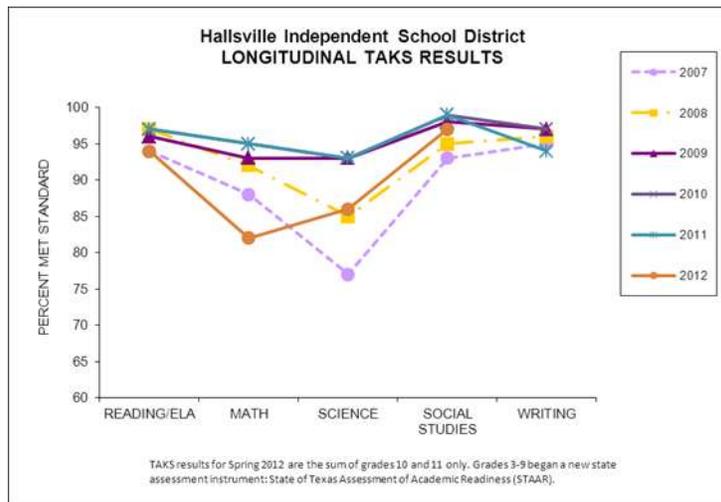
The high school campus has re-designed the campus pyramid of interventions for the 2013-2014 school year. The campus will also have a campus-wide and departmental data review process to monitor the progress of each child on a regular basis. Ken Williams will speak at the Hallsville ISD Convocation in August, 2013 and then speak to all high schools staff about PLC/RTI practices. The campus will meet in teams to develop departmental plans after Mr. Williams works with them.

The district believes that the significant changes that continue to occur in Texas accountability will cause two or three years of uncertainty on standards. However, we remain committed to high impact staff development, teaching to the highest standards and using PLC/RTI practices to ensure success for ALL students.

Schools and districts will be rated under the new accountability system in 2013, and will receive those ratings on August 8, 2013.

State Accountability Data Tables TAKS RESULTS 2006 - 2012																		
CONTENT	2007			2008			2009			2010			2011			2012		
	District	Region 7	State															
READING/ELA	94	89	88	97	91	91	96	92	91	97	90	90	97	90	90	94	92	92
MATH	88	78	77	92	81	80	93	82	82	95	84	84	95	84	84	82	82	82
SCIENCE	77	66	66	85	74	74	93	77	78	93	83	83	93	83	83	86	84	84
SOCIAL STUDIES	93	86	87	95	91	91	98	93	93	99	95	95	99	95	95	97	96	96
WRITING	95	93	92	96	93	93	97	93	93	97	93	93	94	91	92			

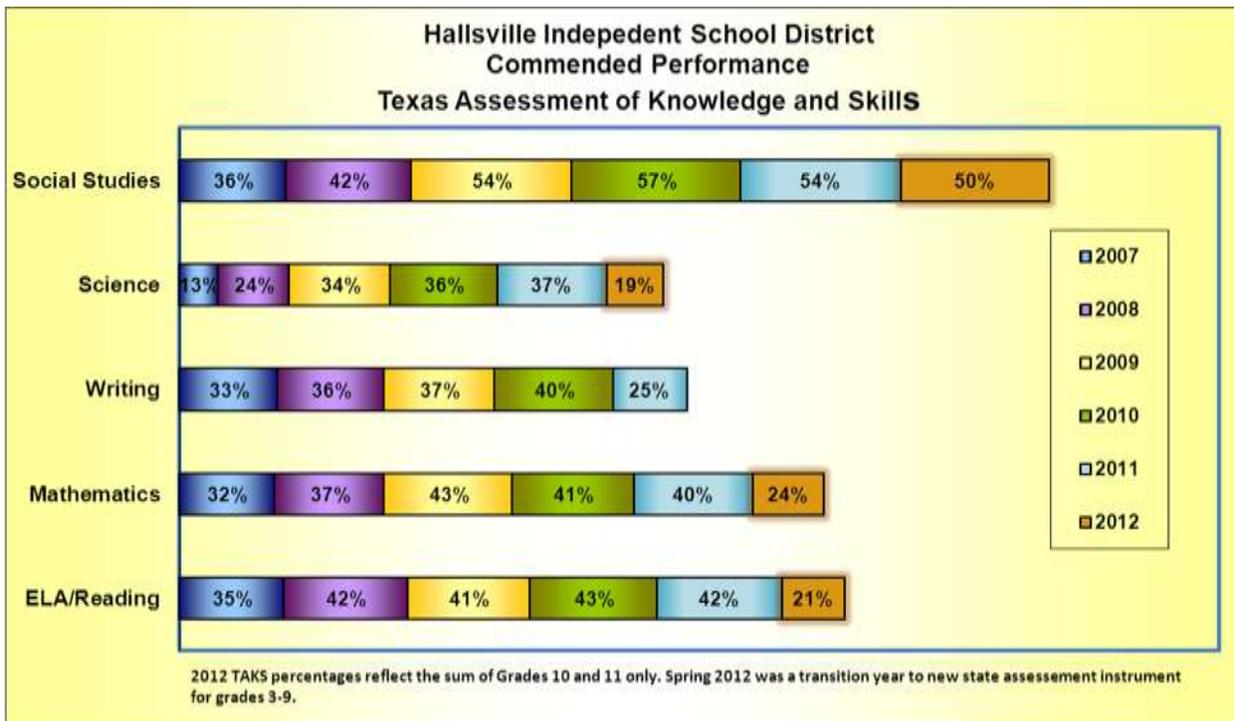




As a Professional Learning Community Hallsville ISD has the goal of high achievement for all students. One of the measures of high achievement is our state accountability. The district consistently scores above the state average in state accountability.

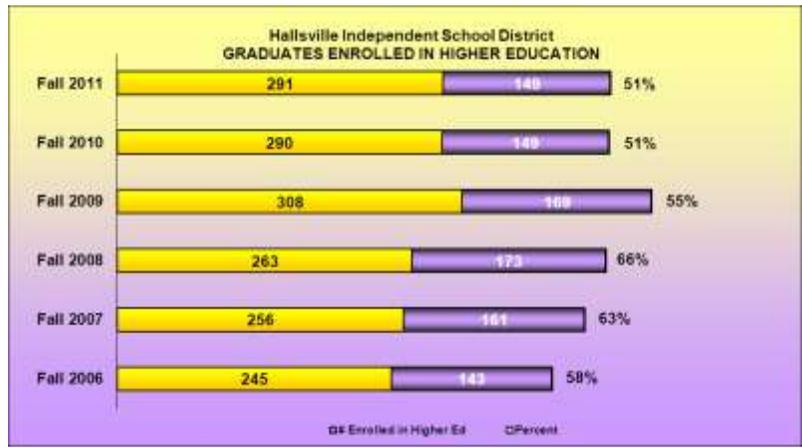
The district also measures high achievement by our percentages of students achieving commended performance on state accountability.

COMMENDED PERFORMANCE						
	2007	2008	2009	2010	2011	2012
ELA/Reading	35%	42%	41%	43%	42%	21%
Mathematics	32%	37%	43%	41%	40%	24%
Writing	33%	36%	37%	40%	25%	
Science	13%	24%	34%	36%	37%	19%
Social Studies	36%	42%	54%	57%	54%	50%



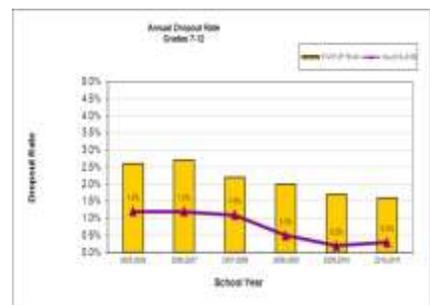
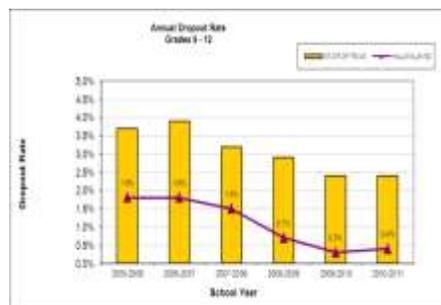
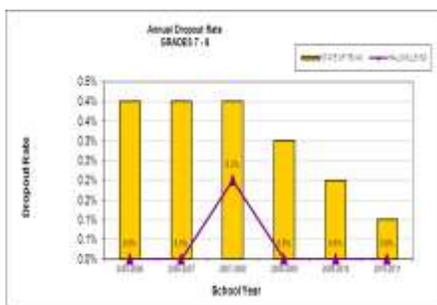
Each Fall we measure graduates who have enrolled in higher education.

Hallsville Independent School District GRADUATES ENROLLED IN HIGHER EDUCATION						
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Total # Students	245	256	263	308	290	291
# Enrolled in Higher Ed	143	161	173	169	149	149
Percent	58%	63%	66%	55%	51%	51%



The district dropout rate remains significantly below the state average.

School Year	ANNUAL DROPOUT RATES BY GRADES AND SCHOOL YEAR					
	Grades 7-8 Annual Dropout		Grades 9-12 Annual Dropout		Grades 7-12 Annual Dropout	
	Hallsville ISD	State of Texas	Hallsville ISD	State of Texas	Hallsville ISD	State of Texas
2005-2006	0.0%	0.4%	1.8%	3.7%	1.2%	2.6%
2006-2007	0.0%	0.4%	1.8%	3.9%	1.2%	2.7%
2007-2008	0.2%	0.4%	1.5%	3.2%	1.1%	2.2%
2008-2009	0.0%	0.3%	0.7%	2.9%	0.5%	2.0%
2009-2010	0.0%	0.2%	0.3%	2.4%	0.2%	1.7%
2010-2011	0.0%	0.1%	0.4%	2.4%	0.3%	1.6%



Comments: It is important to note that by all state accountability measures as well as other measures of high achievement that the district has had sustained high achievement since the implementation of PLC concepts (2006-2012). The district consistently exceeds the state percentage of passing TAKS at every grade level. Our campuses are consistently recognized for high achievement which includes being recognized as Title I Distinguished Schools at our Title I campuses.

Please present any additional information that indicates your efforts to build a professional learning community have had a positive impact on students and/or teachers.

In 2006 Hallsville Independent School District began to implement school improvement and the concepts of professional learning communities. The district began with goal setting and providing significant levels of training in the school improvement research and strategies including PLC. District and campus teams have studied the work of Rick and Rebecca Dufour as well as the other leaders in the PLC initiative. The 90-90-90 research by Dr. Douglas Reeves and the research by Dr. Bill Daggett were also studied. The components of highly successful schools outlined in Dr. Daggett's work were studied and incorporated into the districts plans for improvement. As district and campus teams began to embrace this research, the district committed to sending both district and campus teams to multiple Professional Learning Communities conferences/summits. The district has hosted two in-district summits with Mike Mattos and Sharon Kramer. Ken Williams will present the District Keynote and provide training to Hallsville High School staff in August, 2013. Annual training in PLC and PRTI including in-district training as well as Solution Tree Conferences and Institutes is now included in the annual district staff development calendar. District leadership is committed to being leaders of leaders and role models in the district functioning as a PLC. At the district and campus level Mission, Vision, Values and Goals are updated annually with SMART Goals guiding the work of all teams. A SMART Goal Implementation Guide was developed at the district level. It is reviewed with each principal annually.

The district-level Instructional Leadership Team consisting of all Principals and Directors and led by the Deputy Superintendent models the use of Norms for all meetings. This practice is then carried out by campus level teams. Each common planning team at every campus uses the four questions essential for learning in weekly planning meetings that occur during the school day. These four questions are referred to as "The Four Big Questions" in our district and guide the work of both curriculum writing at the district level, and curriculum planning at the campus level. Campuses are required to have common planning time during the school day, but have the flexibility in determining "how" this happens. All Principals receive leadership coaching

Hallsville ISD has committed itself to maintaining high quality/high impact staff development. In addition to PLC and RTI training the district has joined the University of Texas Dana Center Partnership for High Achievement. This partnership provided training for Math (K-12) and Science teachers (5-12) as well as district level administrators. This training was designed to model PLC concepts. Participants analyzed data, created common lessons, reviewed the results of those lessons, and then used those results to change instruction or design interventions. District and campus leaders continue to embed Dana Center practices into instructional planning and use the "UT Dana Walk" process for monitoring instruction.

A Balanced Literacy Coach/Trainer has worked with the district since 2006 to provide the training necessary to fully implement the concepts of Balanced Literacy. All campuses K-8 have both Literacy and Math Interventionist/Instructional Coaches. Hallsville High School has a Math Interventionist/Coach. Coaches have received direct training from our Literacy Trainer, Dana Center and Coaching for Results. This provides them the skills necessary to implement a coaching model with fidelity. Instructional Coaches work directly with teachers to provide training and support.

In grades K-12 teachers have worked collaboratively with the technology department to creatively integrate technology into instruction with the use of interactive white boards, texting, iPods, Nanos and Palm Pilots. This has been supported by an extensive training and support plan. Staff members can schedule one-on-one technology training on "Super Technology Saturdays" provided by the Hallsville ISD Technology Department. In an effort to reach "all" students HISD has expanded the services of high school students who are Homebound due to accident or illness to include tutoring and assistance via "Skype" and "Google Hangout".

Training in strategies and interventions to support students with disabilities in a general education / co-teacher setting is provided in an on-going manner by outside consultants each year. The HISD Co-Teach program and the integration of technology into that program was recently featured at SxSW.EDU in Austin, Texas.

The Hallsville ISD Board of Trustees has received training in the PLC concepts on multiple occasions and fully supports the Mission, Vision, Values, and Goals that have been developed. They are partners in the district PLC initiative.

A PLC/SMART Goals Implementation Guide was developed at the district level and is provided annually to each principal to provide guidance and support in the full implementation of PLC concepts. This guide includes helpful tools, forms and procedures for principals and other leaders to facilitate their work. Each campus principal is required to submit their plan for achieving his or her campus's SMART Goals to the Deputy Superintendent. This provides district administrators the opportunity to review and discuss plans with principals and provide the support necessary for success.

The district evaluation process has been revised so that all district administrators have their SMART goals as a part of an overall evaluation process.

Please elaborate on strategies you have found to be effective in the following areas:

1. Monitoring student learning on a timely basis.

All campuses are required to have planning time for teachers to meet as groups built into the school day. Teachers use lesson planning guides that are based on the four questions essential for learning: What do we expect students to learn? How will we know if they have learned it? What will we do if they have not learned it? And, what will we do if they already know it? All instructional planning meetings are centered around these four questions.

The district has a comprehensive curriculum and assessment writing process. Teacher Leaders from every grade and campus receive training in curriculum writing and assessment writing. They design the district curriculum that is based on the Texas Essential Knowledge and Skills. These curriculum guides are provided to all staff and promote equity between classrooms. They are essential to weekly instructional planning meetings. Curriculum writing is supported by the district curriculum department as well as consultants, and regional education service centers. The district's English Language Arts Curriculum guide was used as a model by the regional education service center for a product they are now selling to other districts.

Common assessments and benchmarks are used by every grade and subject in the district as a primary manner of gauging student progress and assigning interventions for students. The curriculum and assessment writing process is vital to the success of students. This is a cohesive process that has been put into a handbook so that all staff members understand the purpose, timelines, processes and procedures for curriculum and assessment writing.

HISD has a data monitoring process that gives purpose and meaning to all data meetings in the district. In our district we believe that PLC/RTI are one cohesive system that operates for the best interest of all students in the district. Each campus and department reviews student data on all students in the district on a regular basis (approximately every three (3) weeks). The district data meeting process is central to having one cohesive system that supports all students.

At the district level teams of administrators review student data several time per year to look for trends in achievement that may reflect a need to address levels of support or changes in curriculum. This is a very collaborative team that works to solve any achievement problems that are occurring as quickly as possible. It is not uncommon for this team to agree to temporarily shift support staff from one grade to another or one campus to another to meet specific instructional or training need.

2. Creating system of intervention to provide students with additional time and support.

The district has focused its efforts on creating a systematic intervention process (RTI) that works hand-in-hand with our Professional Learning Committees (PLC) initiative. RTI and PLC are not separate processes in the district. It is one cohesive system that is designed to provide students with the time and support necessary to be highly successful.

The systems that are in place to design and monitor student interventions are:

- Weekly curriculum meetings at every campus' addressing the four questions essential for learning.
- Student intervention teams at every campus. These teams monitor students who have formal intervention plans.
- Each campus has teams (i.e, pyramid meetings, family meetings, pod meetings, department meetings, and campus data meetings) that regularly meet to review the progress of students.
- The district has a four-tier intervention process for academic and behavioral support.
 - Tier I:** High Quality Core Instruction -- Classroom Teacher Intervention
 - Tier II:** Targeted Small Group Intervention
 - Tier III:** Intensive, Prescriptive, Individualized Intervention
 - Tier IV:** Consideration/Testing to gain more in-depth evaluation data and determine if there is a need for services via Special Education.

	RTI Components by Tier	Description	Procedures for Implementation
100% of students receive Tier 1 Assessments and Interventions	<p>Tier 1</p> <ul style="list-style-type: none"> Universal screening 3 times a year Diagnostics Progress monitoring <p><i>High-quality instruction and behavioral supports are provided for all students in general education.</i></p>	<ul style="list-style-type: none"> Collection and sharing of benchmark data among teachers, principals, district staff, and parents at campus data meeting Specific, objective measures of problem areas, not anecdotal information or opinions 	<ul style="list-style-type: none"> School personnel conduct universal screening of academic and behavioral skills. Teachers implement a variety of research-supported instructional strategy. Continuous progress monitoring is used to guide high-quality instruction. Students receive differentiated instruction based on data from ongoing assessment.
Approximately 15% receive Tiers 1 and 2	<p>TIER 2</p> <ul style="list-style-type: none"> Baseline data collection Diagnostics Progress monitoring Comparison of pre- and post-intervention data <p><i>Students whose performance and rate of progress lag behind those of peers in their classroom, school, or district receive more-specialized prevention or remediation within general education.</i></p> <ul style="list-style-type: none"> District classroom teacher documentation Data entered into DMAC 	<ul style="list-style-type: none"> Curriculum-based measurement (CBM) to determine whether a problem are is an issue with the student or the core curriculum Which interventions will be tried that are different? Who will do them? When? Where? For how long? Frequent collection of a variety of data to examine student performance over time and evaluate interventions in order to make data-based decisions Data-based decision making for intervention effectiveness are completed in the campus RTI meetings 	<ul style="list-style-type: none"> Curriculum-based measures are used to identify which students continue to need assistance with specific kinds of skills. Collaborative Problem solving is used to design and implement instruction support for students that may consist of more-individualized strategies and interventions through RTI meetings. Student progress is monitored frequently to determine intervention effectiveness. Systematic assessment is conducted to determine the fidelity with which instruction and interventions are implemented. Parents are informed and are involved in planning.
Approximately 5% receive all 3 Tiers	<p>TIER 3</p> <ul style="list-style-type: none"> Increased intensity of interventions Data entered into DMAC <p><i>Tier 3 includes all the elements of Tier 2. The difference between Tier 2 and Tier 3 is the frequency and group size of the intervention treatment.</i></p>	<ul style="list-style-type: none"> The most intensive phase of RTI Fidelity of intervention ensured by documentation If progress monitoring does not establish improvement after intervention phase I implemented, referral to multidisciplinary assessment for special education is warranted. 	<ul style="list-style-type: none">
	<p>TIER 4</p> <p><i>Tier 4 includes all of the elements of Tier 1-3</i></p>	<ul style="list-style-type: none"> Student referral to SPED If student qualifies for SPED a full continuum of interventions will be offered through special and general education instruction. 	<ul style="list-style-type: none"> Procedures will include all of the components of Tiers 1, 2, and 3.

All students at all campuses have systematic interventions offered to them in order for them to receive the necessary time and support to be successful. All interventions are available to every student based on their identified need. The district has committed to having prescriptive interventions based on the student's specific identified need. The district does not have a "one-size fits all" intervention model. The intervention a student is assigned to is based on data. The success of the student is monitored and if necessary the amount of time or type of intervention is adjusted. The district is committed to providing services to students with disabilities in an inclusive setting. A full continuum of services is offered while every effort is made to offer instruction in the general education setting. A very comprehensive co-teach support model is utilized at every campus. This allows a certified special education and general education teacher to partner and provide services to a classroom of students and allows the students with disabilities to have the support they need while being instructed with on-grade level curriculum. A Behavior Support

Program offers students with emotional and behavioral issues the support that is needed while being successful in a general education setting. The instructional models are supported with a comprehensive training and consultation program for staff.

Research based interventions include:

- Literacy Groups
- Imagination Station
- Leveled Literacy Intervention
- Behavior Inclusive Support Model
- Flexible Scheduling
- Targeted Small Group Tutorials
- Motor Labs
- Grand Central Station
- Read 180 Enterprise
- School-Wide Content Mastery
- Male and Female Adult Mentoring Programs
- Lunch Bunch Tutorials for Intentional Non-Learners
- Homework Club
- Credit Recovery
- Student Mentoring Program
- Technology-based Science tutorials
- Read Naturally
- FastMath
- MTA
- Transition program for incoming Jr. High and High School Students
- E 20-20
- Rosetta Stone
- Research based small group instruction
- Ascend Math
- Fast Forward
- EdMark Reading

3. **Building teacher capacity to work as members of high performing collaborative teams that focus efforts on improved learning for all students.**

Hallsville ISD is committed to working as a Professional Learning Community. We subscribe to the concepts of “Learning by Doing” and know that as educators we are on a continual path of learning and improvement.

At the district level, this commitment includes on-going comprehensive training in the concepts of Professional Learning Communities. All district level administrators and teams of teacher leaders from every campus have received both formal training through their attendance at several PLC Institutes as well as informal training from book studies and presentations by staff members. The district has a commitment to maintaining this initiative through on-going training for both new and tenured staff members. The district maintains a very extensive library of PLC training resources for book studies, training and presentations during each school year.

At the district level administrators meet to review district-wide student achievement data, collective inquiry of best practices, and to determine needed changes in curriculum/assessment practices. This group of instructional leaders models the practices seen at campuses by using SMART Goals and a Mission, Vision, and Values Statement to guide their work. All meetings have norms established.

All planning meetings and lesson planning in the district are centered around the four questions essential for learning”. Our plans and responses to these questions lead to the continual improvement of instruction as well as interventions. Each campus is required by the district to schedule collaborative planning and data review meetings within their school day. Each campus has modified their schedule in order to provide a minimum of 45 minutes to 1 hour of common planning time per week.

Teachers and administrators review, student data on a regular basis. Every campus has data meetings either weekly or bi-weekly. These meetings and the responses to the data have led to teachers working with a greater degree of collaboration and responsibility for “all students”, not just “my students.”

This work is supported by campus level instructional coaches, team leaders or department leaders, as well as district-level support.

Please see the attached statements from each principal regarding the implementation of PLC on their campus.

List Awards and Recognitions Your School has Received:

- Texas Education Agency Exemplary/Recognized District (4 years)
- Texas Education Agency Exemplary North Elementary School (4 years in a row)
- Texas Education Agency Exemplary East Elementary School (4 years in a row)
Note: North Elementary and East Elementary were reconfigured in 2011-2012.
- Texas Education Agency Exemplary Intermediate School (4 years in a row)
Note: Intermediate was reconfigured in 2011-2012.
- Texas Education Agency Exemplary Junior High School (3 years in a row)
Note: Junior High was reconfigured in 2012-2013.
- Texas Education Agency Exemplary High School (1 year)
- Title I Distinguished Campuses for all eligible campuses four years in a row.
- Hallsville ISD has met standards for AYP every year.
- Campuses have received Gold Performance Acknowledgments from the Texas Education Agency each year since 2007.
- Hallsville Middle School – NCEA Higher Performing Campus (4 years in a row)
- Hallsville Middle School – Finalist for “National Schools to Watch” from the National Forum to Accelerate Middle Grade Reform
- Selected by University of Washington to be included in a national study on effective RTI practices in reading.
- Featured in the Solution Tree video series “**Pyramid Response to Intervention – The Four Essential Guiding Principles**”.
- Hallsville High School – Silver Medalist – US News and World Report

Administrator Testimonials

“The implementation of Professional Learning Communities has provided our district the system and framework necessary to make substantial school improvement. Our administrators and teachers fully support working as a PLC because they see the results in the success of our students. It is my belief that the systemic improvements that have and will continue to be made as we work as a PLC will not only assure high achievement for all students but will maintain the excellent staff and high employee morale that is present today.”

Paula Rogers
Deputy Superintendent
Hallsville ISD

“Hallsville ISD has moved from random variation in practice to systems of guaranteed student support in every area, every day. The district has always been strong, but the collaborative, data-driven processes that we have all worked together to establish has ensured that every student receives individualized support based on his or her needs. These systems of support have now grown beyond student support and are also reflected in the work we do with our teaching and administrative staffs. We continuously seek ways to expand our effectiveness in the ways we serve every learner in our district, whether they are students, parents, teachers, or administrators. It is a very exciting time to be a part of this exceptional team! And, much of what we have been given the capacity to do together came from what we learned through the Professional Learning Communities concept.”

Dr. Amber Daub
Secondary Curriculum Director
Hallsville ISD
2011 Texas State Principal of the Year

“The Professional Learning Community philosophy has catapulted us in the direction of being a model school. The collaboration between staff, the focus on student learning and the shift in paradigm from ‘my kids’ to ‘our kids’ will result in Hallsville ISD reaching our goal of 100% passing and 50% commended in all subject areas. It is exciting to see what is implemented when teacher collaboration is focused, data-driven, and shared.”

Cristi Parsons
Principal
North Elementary School
Hallsville ISD2013
2013 Texas National Distinguished Principal

"Professional Learning Communities provide a framework that guides our teachers to the meat of what we must do to help every student be successful. It does not allow for excuses. It forces every adult to pay close attention to every student's data and respond with a laser-like precision when a student is not learning. We would not have Exemplary and Recognized campuses if we didn't have Professional Learning Communities training and resources as our roadmap to success."

*John Martin
Principal
Hallsville High School*

"By guiding our daily actions and discussions around becoming a Professional Learning Community we have created a forum of trust and accountability that existed in pockets before. We have moved from 'me' to 'we' and from 'my kids' to 'our kids'. We are now pushing toward a decade in our journey of becoming a Professional Learning Community, and can say with confidence that this culture of shared leadership and vision has and will continue to produce dynamic results in our students' lives as well as our own."

*Brandon Jones
Principal
Hallsville Junior High School*

"I began teaching in Hallsville ISD before the implementation of PLC practices. I can tell you that as a first year teacher I desperately needed the current collaborative environment brought about by dedicated professionals who are committed to Professional Learning Communities. As it is with any new experience, there were growing pains. My heartfelt advice is to see it through and don't give up on the philosophy and the implementation. The power of collaboration and a focus on the learning levels of all students has truly made all the difference at each of our campuses. Staff members are dedicated to using data to guide decisions, best classroom practices, holding each other accountable, and lifting each other up when they are down. It makes for an amazing environment and a winning situation for our kids!"

*Amy Whittle
Principal
Hallsville Intermediate School*

"Professional Learning Communities has made such a difference on our campuses. PLC inspired our staff to efficiently collaborate and focus on doing whatever it takes to make each student successful. Through PLC, I have seen our staff make a positive impact on student learning and they have grown to be leaders themselves."

*Kerri Brice
Principal
East Elementary School
Hallsville ISD*

"The most prevalent change that I noticed when Hallsville ISD made the transition to a PLC was the attention to detail. As a 30 year educator I would have proclaimed loud and proud that our schools did a great job of taking care of the needs of all students. But with the change I observed complete attention being paid to every individual student need in conjunction with providing the overall educational program. For the first time ever, I saw every student receive personalized instruction and intervention."

*Jesse Casey
Principal
TRACKS (DAEP)*

“The Professional Learning Community Model provides a framework for “how we work.” The implementation of PLC has been an exciting journey of seeking the best practices to continually move our schools forward for the benefit of all students. As a district we work collaboratively to achieve our goal of high achievement for every student.”

*Eve Ford
Director of Student Success Initiatives
Hallsville ISD*
