CHRISTOVAL ISD

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Christoval ISD HB 2 Plan

Purpose and Statutory Context

This plan outlines how the district will meet statutory teacher certification requirements and come into full compliance before the start of the 2029-2030 academic year. The plan establishes a clear timeline, annual targets, support strategies for uncertified teachers, recruitment and pipeline development efforts, and partnerships with educator preparation programs (EPPs).

The district developed this plan using available workforce data, including the Newly Certified and New Teacher Hires Dashboard and the Uncertified Teachers by District/School System Report, to identify trends by grade level, subject area, and school.

Current Landscape (Baseline Year: 2025-2026)

Based on district data and a review of state reporting tools, the district currently employs 8 uncertified teachers.

Distribution of Uncertified Teachers

Elementary (1):

- Special Education

Middle School (3):

- Social Studies
- Physical Education / Science
- Special Education / Math

High School (4):

- Spanish
- Agriculture Science

- Art
- Social Studies

These assignments reflect documented statewide shortage areas and multi-subject teaching assignments. This baseline will be used to measure annual progress toward full certification compliance.

Compliance Goal

In alignment with Texas HB 2 and Texas Education Code (TEC) requirements, the district will ensure that all teachers of record are appropriately certified for their assigned grade level and subject area no later than the start of the 2029-2030 school year.

By August 2029, the district will:

- Eliminate reliance on uncertified teachers except where permitted under Texas law (e.g., short-term assignments while certification is actively pursued).
- Ensure all uncertified teachers are enrolled in, progressing through, and completing an approved certification pathway.
- Maintain documentation demonstrating good-faith compliance with HB 2 certification expectations.

Annual Reduction Targets

Consistent with HB 2's emphasis on reducing uncertified teacher assignments, the district has established the following annual reduction targets:

Academic Year	Target Reduction	Projected Remaining Uncertified Teachers	Focus Area
2026-2027	Reduce by at least 2 teachers	6	Special Education and High School Electives
2027-2028	Reduce by at least 3 teachers	3	Middle School Multi-Subject Assignments
2028-2029	Reduce remaining 3 teachers	0	Final Certification Completion
2029-2030	Full Compliance	0	Monitoring and Prevention

Progress will be monitored by grade level and subject area, with priority given to special education and secondary core content.

Targets will also be monitored by grade band and subject area to ensure equitable progress.

Strategies to Support Uncertified Teachers Toward Certification

These strategies are designed to meet Texas HB 2 requirements, which emphasize timely certification, reduced overreliance on uncertified teachers, and documented district supports.

1. Individual Certification Plans

Each uncertified teacher will receive an Individual Certification Plan outlining:

- Required coursework and assessments
- Expected completion dates
- Assigned mentor or advisor

2. Financial and Logistical Supports

- Flexible scheduling or release time for coursework and testing

3. Mentoring and Coaching

- Pair uncertified teachers with certified mentor teachers
- Provide instructional coaching aligned to certification competencies

4. Progress Monitoring

- Quarterly review of certification process
- Early intervention for teachers not meeting milestones

Recruitment and Pipeline Development Strategies

1. Educator Preparation Program (EPP) Engagement Model

While Christoval ISD does not formally partner with or contract directly with an Educator Preparation Program (EPP), they play a critical role in supporting uncertified teachers toward certification. Aspiring educators independently enroll in an approved Texas EPP and complete the required coursework and certification requirements.

Current EPPs Utilized by District Staff:

- iTeach Texas
- Texas Teachers of Tomorrow
- Teachworthy

District-EPP Coordination Practices

Once an EPP candidate is hired by the district:

- The EPP assigns an advisor or field supervisor to the candidate.
- The advisor conducts observations and evaluations of the teacher during the instructional day.
- Observation notes, feedback, and reflective documentation are shared with the campus administrator.
- Campus administrators use this information to align instructional support, mentoring, and professional development.

This engagement model ensures ongoing communication, instructional support, and documented progress toward certification, consistent with Texas HB 2 expectations for good-faith efforts to reduce uncertified teacher assignments.

2. Grow-Your-Own Initiatives

- Support paraprofessionals, substitutes, and instructional aides in pursuing certification
- Offer conditional employment with structured certification timelines

3. Strategic Hiring Practices

- Prioritize hiring fully certified candidates
- Limit the use of uncertified hires to documented shortage areas
- Require certification enrollment as a condition of employment for any uncertified hire

Use of Data and Continuous Improvement

The district will annually review:

- Newly certified teacher counts
- New teacher hires by certification status
- Uncertified teacher trends by school, grade level, and subject

Findings will be used to:

- Adjust annual targets
- Refine recruitment strategies
- Reallocate supports to high-need areas

Accountability and Oversight

- **Responsible Office:** Human Resources and District/Campus Leadership
- **HB 2 Compliance Monitoring:** Annual review of uncertified teacher assignments, certification progress, and hiring practices
- **Progress Reporting:** Findings will be reported annually to district leadership and the Board of Trustees as part of HB 2 implementation and staffing updates
- **Corrective Actions:** Schools or departments with persistent uncertified assignments will receive targeted staffing support, adjusted hiring practices, and increased certification monitoring

Conclusion

This plan represents the district's commitment to ensuring all students are taught by fully certified educators. Through clear targets, strategic partnerships, intentional support, and continuous data review, the district will achieve full compliance with certification requirements by the start of the 2029-2030 academic year.