Huntington Intermediate
Campus Improvement Plan

2007-2008

Date of School Board Approval:
October 22, 2007

Mission Statement

The Mission of Huntington Intermediate School is to provide all children with an appropriate, meaningful, and relevant education.

The faculty and staff of Huntington Intermediate school is committed to the belief that all children can and will learn. Through the cooperative efforts of school, parents, and community, a safe and wholesome environment shall be provided that will be conducive to educational achievement. Each student will be equipped, to the full extent of his/her individual ability, with skills for living. Those skills will include problem solving, creativity, and effective communication. Citizenship, character, and respect for one's fellow man shall be emphasized throughout each school year.

Huntington ISD Vision Statements

Our Students:

- Are fully prepared to meet the challenges of a technological and rapidly changing world
- Are responsible for their personal actions and care about the well being of others
- Are creative and effective problem solvers who make sound decisions
- Will choose to have an “I’ll try” attitude
- Have a goal driven work ethic
- Will be productive members of society
- Will develop intrinsic need for life long learning and self betterment
- Will value and accept diversity

In the Learning Environment:

- There is a strong sense of pride and commitment among the staff, parents, and students that encourages everyone to succeed
- There is a partnership among parents, students and staff meeting the academic, emotional, physical, and social needs of our students
- There is modern technology and training that maximizes learning for all
- There is an evolving and innovative curriculum that meets the diverse needs of all students, and equips them to be positive and contributing members of society

The Supporting Environment in Our City/Community:

- Fosters high expectations for success
- Recognizes the value of each student
- Has leaders who are positive role models
- Has education as our top priority
- Is a healthy, drug free, safe and secure environment in which we raise our children
- Takes great pride in and supports our youth
- Encourages post-secondary education
- Has high expectations for staff, students, and community

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
1. Ben Wilroy	Principal	
2. Helen Conner	Counselor	
3. Phyllis Bryan	Special Education Teacher	
4. Laura Placker	Fifth Grade Teacher	
5. Amy Smith	Fourth Grade Teacher	
6. Sally Clifton	Title I Teacher	
7. Bambi Spurgeon	G/T Teacher	
8. Alicia Loggins	Parent/Business Owner	
9. Roberta Carrell	Parent	
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

Comprehensive Needs Assessment
(Title 1, #1)

A Comprehensive Needs Assessment was conducted with the Committee on September 4, 2007.

Participants in Attendance	Data Sources Examined
1. Ben Wilroy	Attendance Rate
2. Helen Conner	Completion Rates
3. Phyllis Bryan	Dropout and School Leaver data—Disaggregated
4. Laura Placker	Federal Accountability Data for AYP
5. Amy Smith	Highly Qualified Teacher Report
6. Sally Clifton	Reading Inventory Data
7. Bambi Spurgeon	Referral Percentages for Special Services
8. Alicia Loggins	SAT/ACT Data
9. Roberta Carrell	SDAA Data
10.	Special Services Rates
11.	Student Attendance Data
12.	Student Retention Data
13.	TAKS Data--Disaggregated
	Teacher Retention Data

Summary of Findings

Prioritized Areas of Concern (Title 1, #1)	
Areas of Concern	**Data Source**
Math Scores – Grade 4	State Accountability Report (AEIS)
Special Programs	Benchmark and At-Risk Data
Need for High Expectations– Special Education Inclusion	AEIS, TAKS, SDAAII results

In this plan, the terms “student groups” and “subgroups” refer to students who are H, W, AA, ED, Migrant, LEP, G/T, and Special Education

Accountability Data - 2007

TAKS Grade 4	All	AA	H	W	Male	Female	Spec. Ed.	Econ. Dis.	LEP	At-Risk
Reading	93%	N/A	100%	94%	95%	90%	93%	87%	93%	77%
Writing/ELA	89%	N/A	100%	88%	87%	90%	N/A	88%	88%	73%
Soc. Studies										
Mathematics	84%	N/A	40%	88%	87%	90%	N/A	81%	84%	36%
Science										

TAKS Grade 5	All	AA	H	W	Male	Female	Spec. Ed.	Econ. Dis.	LEP	At-Risk
Reading	96%	80%	N/A	97%	94%	98%	N/A	94%	N/A	87%
Writing/ELA										
Soc. Studies										
Mathematics	95%	N/A	N/A	96%	94%	97%	N/A	92%	N/A	88%
Science	88%	N/A	N/A	90%	86%	91%	N/A	85%	N/A	77%

Accountability Data

(Continued)

SDAA II - Met ARD Expectation: 100%

Completion Rate

	All	AA	H	W	Econ. Dis.
2005	95.7	100	75	96.3	89.2
2006	93.7	66.7	100	94.8	91.1

Dropout Rate

	All	AA	H	W	Econ. Dis.
2005	0	0	0	0	0
2006	.3	0	8.3	0	0

Attendance Rate

	All	AA	H	W	Male	Female	Spec. Ed.	Econ. Dis.	LEP	At-Risk
2005-2006										
2004-2005	95.7	96.2	95.5	95.6	95.6	95.7	94.4	95.0	96.3	95.0

Accountability Data

(continued)

Highly Qualified Teacher Report

2007-2008 100%

2006-2007 100%

2005-2006 100%

In this document, **RR** *refers to retention and recruitment strategies being used to ensure that 100% of teachers either are or become highly qualified and that all students receive instruction from highly qualified teachers.*

Percent of Teachers Receiving High Quality Professional Development

2006-2007 – 100%
2005-2006 – 100%

Adequate Yearly Progress

2003-2004 – Meets AYP
2004-2005 – Meets AYP
2005-2006 – Meets AYP
2006-2007 – Meets AYP

Title I Components for Schoolwide Plans

The components listed below are documented throughout this plan.

1. Comprehensive Needs Assessment of the entire school (including Migrant children)

2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically-based research.

3. Instruction by highly qualified teachers (*Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk)*

4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards

5. Strategies to attract high-quality highly qualified teachers to high-need schools

6. Strategies to increase parental involvement

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program. (*Teacher disaggregation and analysis of state data; teacher classroom assessment of students)*

9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.

10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

State Compensatory Education

The State Compensatory Education program at this campus:

The comprehensive, accelerated, small group instruction program at Huntington Intermediate School is targeted for students who are at-risk for dyslexia, in need of reading intervention and supplemental math instruction. Implementation is through early intervention programs and after school tutorials.

Total SCE funds allotted to this campus: $68,863

Total FTEs funded through SCE at this campus: 2.0

Each campus has a Student Intervention Team that meets regularly to identify at-risk students and enter them into the appropriate campus based State Compensatory Education program.
Students are exited from the State Compensatory Education program when the Student Intervention Team determines that the student can function successfully without the support of the compensatory program.

At Huntington ISD, State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education Program
Program Evaluation/Needs Assessment

TAKS	Math % Met Standard		Reading/ELA % Met Standard		Writing % Met Standard		Science % Met Standard		Social Studies % Met Standard	
Grade 4	**2007**	**2006**	**2007**	**2006**	**2007**	**2006**	**2007**	**2006**	**2007**	**2006**
Students At-Risk	36%	*71%*	77%	*80%*	73%	*85%*				
All Students	84%	88%	93%	92%	89%	94%				

TAKS	Math % Met Standard		Reading/ELA % Met Standard		Writing % Met Standard		Science % Met Standard		Social Studies % Met Standard	
Grade 5	**2007**	**2006**	**2007**	**2006**	**2007**	**2006**	**2007**	**2006**	**2007**	**2006**
Students At-Risk	88%	*85%*	87%	*88%*			77%	*54%*		
All Students	95%	94%	96%	96%			88%	75%		

	Drop Out Data (grades 7&8)		Completion Data (without GED)	
	2006	**2005**	**2006**	**2005**
Students At-Risk		0		94.7%
All Students	.3%	0		95.7%

State Compensatory Education

State of Texas Student Eligibility Criteria

A student under 21 years of age and who:

1. Is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

(Title 1, #10)

Program/Funding Source	Amount
Federal Programs	
Title 1, Part A (Improving Basic Programs)	68,863
Title II, Part A (Teacher and Principal Training and Recruiting)	3,660
Title II, Part D (Technology)	208
Title IV, Part A (Safe and Drug Free Schools)	325
Title V, Part A (Innovative Programs)	224
Carl Perkins	N/A
IDEA-B and IDEA-B Preschool	N/A
State Programs	
Accelerated Reading/Accelerate Math Instruction Funds	7,900
Career/Technology Education	N/A
State Compensatory Education	108,055
Gifted/Talented	16,865
Special Education	146,975
Bilingual/ESL Program	2,475
Optional Extended Year	1,240
Life Skills	N/A

Goal 1: LEADERSHIP FOR STUDENT ACHIEVEMENT
Instructional leadership practices include: 1) 3-minute walkthroughs followed by reflection by principals and by teachers; and 2) an emphasis on positive reinforcement and support for both faculty and students.

Objective 1: The Downey Walk Through Process will be fully implemented at all campuses

Summative Evaluation: By May 2008, each administrator will submit a written summary of the improvements in instruction that have occurred at each campus as a result of the use of reflective practices.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide new staff with an orientation to the principles of the Downey Walk-Through process.	2	Principals	September	August – September, 2007	Walk Through PowerPoint	Documentation of orientation in form of e-mail to the Assistant Sup't
Train staff on reflective practices.	2	Principals	August – October	August – October	The Three Minute Walk Through	agenda and sign-in sheets for orientation e-mail from principal indicating staff has been oriented
Conduct walk throughs. (Principals – 115 min/day , Assistant Principals – 50 min/day)	2	Superintendent Assistant Sup't Campus Admin. Director of Spec. Services	Weekly	August -May	Walk-through data collections forms Data Summary	Weekly reports to Supt. Data summary reported to HISD Board at January and June meeting

Goal 1: LEADERSHIP FOR STUDENT ACHIEVEMENT
Instructional leadership practices include: 1) 3-minute walkthroughs followed by reflection by principals and by teachers; and 2) an emphasis on positive reinforcement and support for both faculty and students.

Objective 1: The Downey Walk Through Process will be fully implemented at all campuses

Summative Evaluation: By May 2008, each administrator will submit a written summary of the improvements in instruction that have occurred at each campus as a result of the use of reflective practices.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Engage teachers in reflection on instructional practices **RR**	2	Principals	May 2008	August - May	Time to reflect individually, with colleagues and at Department/Grade Level Meetings Survey of how many teachers were asked reflective questions	Survey of Teachers at end of year for report
Reflect on data gathered and consider campus achievements and needs	4	Superintendent Assistant Sup't Campus Admin. Director of Spec. Services	Monthly	August – May	Time to reflect with colleagues at Administrative Team Meetings	Administrative team meeting agendas
Take teachers off of 5 year rotation for PDAS and move to annual PDAS if clinical supervision is needed.	2	Principal	Monthly	August – May	3 minute walk through data indicating teacher in need of assistance	Report to Assistant Sup't Copy of letter to teacher

Goal 1: LEADERSHIP FOR STUDENT ACHIEVEMENT
Instructional leadership practices include: 1) 3-minute walkthroughs followed by reflection by principals and by teachers; and 2) an emphasis on positive reinforcement and support for both faculty and students.

Objective 2: School administrators will provide leadership to ensure that all students, including those who receive special services, receive needed support to achieve success on grade level standards.

Summative Evaluation: Campus plans will be evaluated in May to determine support strategies that have been planned and implemented.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Plan and provide campus specific training for enabling student success		Campus Site-Based Teams Principal	September – October	September – May	Planning time	Campus plans Training records

Campus Goal 1: LEADERSHIP FOR STUDENT ACHIEVEMENT
Instructional leadership practices include: 1) 3-minute walkthroughs followed by reflection by principals and by teachers; and 2) an emphasis on positive reinforcement and support for both faculty and students.

Campus Objective 1: By May 2008, all students groups will demonstrate a 5 percentage point increase on all TAKS tests as compared to 2007 results; 100% of students will meet ARD expectations for TAKS A, TAKS M, TAKS ALT; the district will meet AYP .

Summative Evaluation: By May 2008, 100% of students will meet ARD expectations for TAKS A, TAKS M, TAKS ALT. T he campus will continue to meet AYP. All student groups will demonstrate a 5% point increase on TAKS tests as compared to 2007.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide Extended Day Services	9	Principal Classroom Teachers	Monthly	August 2007 – May 2008	ARI/AMI	Benchmarks and teacher evaluations
Provide Title I small group instruction	9	Principal Classroom Teachers	Monthly	August 2007 – May 2008	Title I	SIT records, progress reports, and teacher evaluations
Update Read 180 Lab	9	Principal Classroom Teachers	Monthly	August 2007 – May 2008	Title I	Staff development documentation, teacher evaluations, and Principal walk-throughs
Provide tutoring during the school day	9	Principal Classroom Teachers	Monthly	August 2007 – May 2008	ARI/AMI	Teacher evaluations and attendance documentation
Include Problem of the day for skill based instruction. Direct teach for guided practice.	9	Principal Classroom Teachers	Monthly	August 2007 – May 2008	Title I	Benchmarks and Teacher evaluation of daily assessments.

Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT
Curriculum, instruction, and assessment will be aligned. By May 2008: all students groups will demonstrate a 5 percentage point increase on all TAKS tests as compared to 200 7 results; and the district will meet AYP and have a Recognized rating. By 2010, HISD will have an exemplary rating. **(Title 1, #8)** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics (NCLB Goal 1). All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics (NCLB Goal 2).

Objective 1: By May 2008, the Science Curriculum K-12 and the Social Studies Curriculum 5-12 will be aligned.

Summative Evaluation: Aligned curriculum documents will have been completed and disseminated.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Attend Region VII curriculum alignment meetings	4	Assistant Sup't Science K-12 Teachers Social Studies 5-12 Teachers	May 2008	September - May	Region VII Consultants Title I Title IIA	Staff development documentation Aligned curriculum documents
Document the alignment of curriculum with instruction and assessment strategies		Teachers Principals	May	August - May	DMAC	Review of curricula completed on DMAC Lesson Plans Observation

Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT
Curriculum, instruction, and assessment will be aligned. By May 2008: all students groups will demonstrate a 5 percentage point increase on all TAKS tests as compared to 200 7 results; and the district will meet AYP and have a Recognized rating. By 2010, HISD will have an exemplary rating. **(Title 1, #8)** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics (NCLB Goal 1). All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics (NCLB Goal 2).

Objective 2: TEKS/TAKS alignment will be reflected in lesson plans.

Summative Evaluation: Principals will report review of lesson plans indicates alignment.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Include TEKS and TAKS alignment in lesson plans		Principals Teachers	Weekly	August - May	Lesson Plans	Principals will review lesson plans weekly.

Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT
Curriculum, instruction, and assessment will be aligned. By May 2008: all students groups will demonstrate a 5 percentage point increase on all TAKS tests as compared to 200 7 results; and the district will meet AYP and have a Recognized rating. By 2010, HISD will have an exemplary rating. **(Title 1, #8)** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics (NCLB Goal 1). All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics (NCLB Goal 2).

Objective 3: Classroom Evaluations will include benchmark testing that doubles as TAKS preparation.

Summative Evaluation: Review of DMAC records will indicate teachers of core courses use DMAC to benchmark student progress.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Involve teachers in academic assessment decisions	8	Principals	2 X Year	End of semester	Campus site based committee minutes	Review of minutes
Provide staff development on effective testing, test item evaluation, test item creation, and need for curriculum, instruction assessment alignment **RR**	4, 8	Assistant Sup't	after training	August	Is This a Trick Question? booklet	Staff development documentation (sign-in sheets)
Provide staff development on use of DMAC to create aligned and benchmark tests **RR**	4, 8	Assistant Sup't	Monthly	August - May	Region VII Consultants Title I Title IIA	Staff development records
Create tests that align with curriculum and instruction	8	Principals Teachers	Monthly	August - May	DMAC Software Title I Title IIA	Principals will review teachers' tests monthly.

Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT
Curriculum, instruction, and assessment will be aligned. By May 2008: all students groups will demonstrate a 5 percentage point increase on all TAKS tests as compared to 200 7 results; and the district will meet AYP and have a Recognized rating. By 2010, HISD will have an exemplary rating. **(Title 1, #8)** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics (NCLB Goal 1). All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics (NCLB Goal 2).

Objective 3: Classroom Evaluations will include benchmark testing that doubles as TAKS preparation.

Summative Evaluation: Review of DMAC records will indicate Teachers of core courses use DMAC to benchmark student progress.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Use Compass DMAC software to analyze student performance	8	Assistant Sup't. Principals Teachers	Monthly	August - May	Compass software Title 1 Title IIA	Record of number of users by campus
Review formative and summative test results with teachers	8	Principals	2 X Year	August - May	DMAC – TEKScore, State Assessment	Records of meetings

Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT
Curriculum, instruction, and assessment will be aligned. By May 2008: all students groups will demonstrate a 5 percentage point increase on all TAKS tests as compared to 200 7 results; and the district will meet AYP and have a Recognized rating. By 2010, HISD will have an exemplary rating. **(Title 1, #8)** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics (NCLB Goal 1). All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics (NCLB Goal 2).

Objective 4: Student Participation in Dual Credit Courses will increase by 10% over the previous school year in order to meet the long term goal of every student graduation with a CATE certification and/or a minimum of 12 college hours.

Summative Evaluation: Report of graduates will indicate a 10% increase in the number of students graduating with a certification and/or 12 or more college credits

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide HHS and Pride with leadership and support to implement dual credit options		Superintendent Business Mngr Assistant Sup't	December May	July – June	High School Allotment Perkins CATE	Records of meetings with high school staff to plan ways to involve students in dual credit options
Conduct CTE planning		Assistant Sup't Principal CTE teachers CTE counselor	November	September – October, June	Time	Meeting records CATE Plan

Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT
Curriculum, instruction, and assessment will be aligned. By May 2008: all students groups will demonstrate a 5 percentage point increase on all TAKS tests as compared to 2007 results; and the district will meet AYP and have a Recognized rating. By 2010, HISD will have an exemplary rating. **(Title 1, #8)** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics (NCLB Goal 1). All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics (NCLB Goal 2).

Objective 5: All students who need assistance to meet State standards will receive appropriate, effective and timely assistance at their campus. (**Title 1, # 9**)

Summative Evaluation: By July 2008, principals will provide the Assistant Superintendent with documentation of numbers and success of students who have been identified for and participated in acceleration activities.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide staff development that addresses students' varied needs such as discipline, code of conduct, classroom management, special services, 504, dyslexia, GT….	2, 4, 9	Assistant Sup't Principals Directors	Monthly	August – July	Title I Title IIA Special Ed funds Comp Ed funds	Staff development documentation (sign-in sheets)
Provide students who receive special services and students who are at-risk with appropriate accelerated instruction.	9	Principals	Monthly	August – July	Title 1 Comp Ed funds ARI/AMI OEY	SIT records OEY records

Campus Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT
Curriculum, instruction, and assessment will be aligned. TEKS/TAKS alignment will be reflected in lesson plans. Evaluations will include benchmark testing. By 2010, HISD will have an exemplary rating and be on track for 100% student proficiency by 2014. **(Title 1, #8)**

Campus Objective 1: By May 2008, 100% of HISD teachers will have aligned their curriculum, instruction and assessment as evidenced by curriculum blueprints, lesson plans and benchmark tests.

Summative Evaluation: 100% of curriculum blueprints will have been completed on DMAC/CIA site

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Document the alignment of curriculum with instruction and assessment strategies		Principals Teachers	Monthly	October – April	DMAC Software Title I Title IIA	Monthly review of curricula completed
Align lesson plans with curriculum, instruction, and assessment		Principals Teachers	Weekly	October – May	Lesson Plans	Principals will review lesson plans weekly.
HIS will Vertically & Horizontally align curriculum	4	Principals Teachers	Weekly	August 2007 – May 2008	Grade level & subject area meetings	Principal will review weekly lesson plans.
HIS teachers will convene Grade Level and subject area meetings	4	Principal Teachers	Semester	August 2007 – May 2008	Compass DMAC software Title I & IIA	Grade Level minutes
HIS teachers will integrate Math & Science within core curriculum areas	4	Teachers	Weekly	August 2007 – May 2008	Compass DMAC software Title I & IIA Other classroom resources	Principal will review weekly lesson plans

Campus Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT
Curriculum, instruction, and assessment will be aligned. TEKS/TAKS alignment will be reflected in lesson plans. Evaluations will include benchmark testing. By 2010, HISD will have an exemplary rating and be on track for 100% student proficiency by 2014. **(Title 1, #8)**

Campus Objective 1: By May 2008, 100% of HISD teachers will have aligned their curriculum, instruction and assessment as evidenced by curriculum blueprints, lesson plans and benchmark tests.

Summative Evaluation: 100% of curriculum blueprints will have been completed on DMAC/CIA site

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
HIS will update reading intervention programs	2	Principal Teachers	Weekly	August 2007 – May 2008	Dyslexia Program Reading 180	Improved benchmark scores
Augment enhanced reading instruction through multimedia and research activities	2	Library Staff	Weekly	Sept. 2007 – May 2008	Region VII training Library Internet Multimedia	Improved benchmark scores

Campus Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT (Continued)

Campus Objective 2: By May 2008, all students groups will demonstrate a 5 percentage point increase on all TAKS tests as compared to 2006 results; 100% of students will meet ARD expectations for TAKS Accommodated, TAKS M, TAKS ALT ; the district will continue to meet AYP.

Summative Evaluation: TAKS test results will evidence gains of 5 percentage points for each student group for ea ch test. 100% of students will meet ARD expectations for TAKS Accommodates, TAKS M, TAKS ALT . The district will meet AYP.

Activity/Strategy	Title I Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Continue to create tests that align with curriculum and instruction	8	Principals Teachers	Monthly	January – May	DMAC Software Title I Title II A	Principals will review teachers tests monthly
Continuing use of DMAC software to analyze student performance	8	Principals Teachers	Monthly	August – May	DMAC Software Title I Title IIA	Record of number of users by campus

Goal 3: STUDENTS AND THEIR FAMILIES
HISD staff will focus on building relationships with students and their families. Staff will foster an atmosphere of caring and high expectations for students. There will be an emphasis on knowing and acknowledging children as individuals, not just students. All employees will be encouraged to attend extra-curricular, school and community events. Parents will have opportunities for meaningful involvement at the school. **(Title 1, #6)** All students will be educated in learning environments that are safe, drug-free, and conducive to learning (NCLB Goal 4).

Objective 1: By May 2008, a survey of students and parents' perception of expectations, caring, and involvement will indicate that staff demonstrates caring, and high expectations for student achievement and for parent involvement. The survey will indicate that students feel safe at school.

Summative Evaluation: Survey of students and parents' perception of expectations, caring, and involvement will indicate that staff demonstrates caring, and high expectations for student achievement and for parent involvement. The survey will indicate that students feel safe at school.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Stand in hallways and greet students on arrival to class		Principals Teachers	Monthly	September - May	NA	Principals' observations
Provide teachers with training in appropriate communication with students. (CPI Verbal) **RR**	4	Principals	Monthly	December - February	CPI Trainer, CPI Materials	Staff development documentation (sign-in sheets)
Provide homeless students with appropriate services	2	Principals	Monthly	August – May	Title 1	Review PEIMS records of enrolled homeless students
Document parent involvement activities	6	Principals	Monthly	August – September	Sign-in sheets	Report submitted to Assistant Sup't
Implement a dating violence policy		Superintendent	October	August – September	Policy proposal	Review of Board Policy Manual

Goal 3: **Objective 1:** STUDENTS AND THEIR FAMILIES (continued)

Summative Evaluation: Survey of students and parents' perception of expectations, caring, and involvement will indicate that staff demonstrates caring, and high expectations for student achievement and for parent involvement. The survey will indicate that students feel safe at school.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide the elementary school information on ways to ease the transition of children from early childhood programs to elementary school	7	Assistant Sup't	Monthly	July –June	Title 1 publications	Review Administrative Team meeting agendas
Provide parents with information, including, assessment results, in a language they understand.	6	Principals	Monthly	August – May	Translator Foreign language translator	Review copies of foreign language documents or of parent contacts by translator
Provide staff with updates for using DMAC Class Notes. **RR**	4, 6	Assistant Sup't Principals	Monthly	September-November	Region VII Title 1 Title IIA	review staff development sign-in sheets
Provide teachers with web page software	6	Assistant Sup't	Monthly	August - May	Title 1 DMAC	Review of up-to-date web pages
Test for drugs		Superintendent Nurses	Monthly	August – May	Title IV	Test results
Purchase equipment to screen campus visitors to identify registered sex offenders		District Police Officer Elementary Principals	October	August – October	Title IV	Copy of P.O.

Goal 3: STUDENTS AND THEIR FAMILIES
HISD staff will focus on building relationships with students and their families. Staff will foster an atmosphere of caring and high expectations for students. There will be an emphasis on knowing and acknowledging children as individuals, not just students. All employees will be encouraged to attend extra-curricular, school and community events. Parents will have opportunities for meaningful involvement at the school. **(Title 1, #6)** All students will be educated in learning environments that are safe, drug-free, and conducive to learning (NCLB Goal 4).

Objective 2: All HISD Students will be provided with a comprehensive guidance program that includes: career information on higher education opportunities, violence prevention, suicide prevention, prevention of drug and alcohol use, conflict resolution strategies, anti-bullying lessons, information on sexual harassment and physical or verbal aggression, and pregnancy related services.

Summative Evaluation: At the ends of each semester of 2007-2008, principals will provide reports to the Assistant Superintendent detailing guidance program activities.

Objective 3: 2006-2007 PEIMS data will indicate a completion rate for all groups of 96% or better. PEIMS data will indicate no dropouts.

Summative Evaluation: The high school completion rate for all groups will be 96% or better. The dropout rate will remain at 0%.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide all students with a comprehensive guidance program that is appropriate to their needs.	2	Principals Counselors	Monthly	August – May	Title I Title IIA Title IV Perkins Angelina College Spec Ed	Counselor activity reports
Discuss strategies for providing parents higher education information.	6	Assistant Sup't.	2 x year	Fall semester Spring semester	Time for meetings	Counselor meeting agendas
Update guidance program to meet counseling needs of dating violence victims		Assistant Sup't	November	August – November	Policy	Guidance Plan

Goal 3: STUDENTS AND THEIR FAMILIES
HISD staff will focus on building relationships with students and their families. Staff will foster an atmosphere of caring and high expectations for students. There will be an emphasis on knowing and acknowledging children as individuals, not just students. All employees will be encouraged to attend extra-curricular, school and community events. Parents will have opportunities for meaningful involvement at the school. **(Title 1, #6)** All students will be educated in learning environments that are safe, drug-free, and conducive to learning (NCLB Goal 4).

Objective 4: Students in extra-curricular activities will dress and conduct themselves in a manner that is a credit to HISD.

Summative Evaluation: Report on extra-curricular codes of conduct presented at the September Board Meeting.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Present pre-season orientation for parents/guardians.		Coaches and Sponsors	August - May	August - May	None	Agendas

Campus Goal 3: STUDENTS AND THEIR FAMILIES
HISD staff will focus on building relationships with students and their families. Staff will foster an atmosphere of caring and high expectations for students. There will be an emphasis on knowing and acknowledging children as individuals, not just students. All employees will be encouraged to attend extra-curricular, school and community events. Parents will have opportunities for meaningful involvement at the school. **(**Title 1, #6)

Campus Objective 1: By May 2008, Survey of students and parents' perception of expectations, caring, and involvement will indicate that staff evidence caring, and high expectations for student achievement and for parent involvement. TAKS test results will evidence gains of 5 percentage points for each student group for each test.

Summative Evaluation: Survey of students and parents' perception of expectations, caring, and involvement will indicate that staff evidence caring, and high expectations for student achievem ent and for parent involvement. TAKS test results will evidence gains of 5 percentage points for each student group for each test.

Activity/Strategy	Title I Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Attend training in appropriate communication with students (CPI Verbal)	4	Principals Teachers	Monthly	December – February	CPI Trainer CPI Materials	Staff development documentation (sign-in sheets)
HIS will assure safety of students through drills, locked doors, Teachers and Principal in halls, hall passes	10	Staff	Daily	August 2007 – May 2008	Video cameras, Campus Police	Principal observation, fire exit drill report forms
HIS will update a Science Lab Safety course	10	Science Teachers	August – September	August 2007 – May 2008	Science Teachers Region 7	Safety Test Observation of Safety Procedures
Provide a Fall Craft Day	1	Teachers	Annually	October 31	Student activity fund	Student products
HIS will complete a Parent Survey	1	Staff	Annually	Sept. 2007 – May 2008	Title I	Parent Feedback
Provide a Christmas Craft Day	1	Staff	Annually	November – December	Christmas Tree/Lobby Decorations	Observation of staff, students, and community

Campus Goal 3: STUDENTS AND THEIR FAMILIES
HISD staff will focus on building relationships with students and their families. Staff will foster an atmosphere of caring and high expectations for students. There will be an emphasis on knowing and acknowledging children as individuals, not just students. All employees will be encouraged to attend extra-curricular, school and community events. Parents will have opportunities for meaningful involvement at the school. **(**Title 1, #6)

Campus Objective 1: By May 2008, Survey of students and parents' perception of expectations, caring, and involvement will indicate that staff evidence caring, and high expectations for student achievement and for parent involvement. TAKS test results will evidence gains of 5 percentage points for each student group for each test.

Summative Evaluation: Survey of students and parents' perception of expectations, caring, and involvement will indicate that staff evidence caring, and high expectations for student achievement and for parent involvement. TAKS test results will evidence gains of 5 percentage points for each student group for each test.

Activity/Strategy	Title I Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Increase parent involvement through Adopt-A-Family program	1	Staff	Annually	December	Student Families Local Businesses	# of Gifts distributed
Increase parent involvement through Christmas Program/Winter Festival	1	Staff	Annually	December	Staff Community Gym	Attendance
Continue Wellness Fun Run	1	PE Teachers	Weekly	August 2007 – May 2008	Students Gym	Competition Time Cards Feet # of laps
Increase parent involvement through Track & Field Day	1	Staff Community	Annually	May 2008	High School Track Students Community	Competition of students
Provide Accelerated Reader incentive party to increase student participation	9	Staff	Annually	May 2008	Library Students Community Staff	AR Points Attendance

Campus Goal 3: STUDENTS AND THEIR FAMILIES
HISD staff will focus on building relationships with students and their families. Staff will foster an atmosphere of caring and high expectations for students. There will be an emphasis on knowing and acknowledging children as individuals, not just students. All employees will be encouraged to attend extra-curricular, school and community events. Parents will have opportunities for meaningful involvement at the school. **(**Title 1, #6)

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Summative Evaluation: Survey of students and parents' perception of expectations, caring, and involvement will indicate that staff evidence caring, and high expectations for student achievement and for parent involvement. TAKS test results will evidence gains of 5 percentage points for each student group for each test. 100% of students will meet ARD expectations for SDAA II.

Activity/Strategy	Title I Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Increase parent involvement through Awards Night celebration	6, 9	Staff	Annually	May 2008	Students Community Staff H.S. Auditorium	Attendance # of awards given
Increase student participation in AR program by providing reward activities	9	Reading Teachers	Each 9 weeks	August 2007 – May 2008	Library Reading Teachers Students Computers	# of Students Attending
Provide Reward Period for exceptional conduct/work habits	9, 10	Teachers	Weekly	August 2007 – May 2008	Concession Stand Gym Play Ground	Fewer office referrals, # of students attending
Implement UIL		Teachers	Weekly	Sept. – January	Students Teachers Parents	# of students receiving Medals
Continue Recycling Program	6	Angelina Beautiful Clean Campus Coordinator	August – May	August 2007 – May 2008	Angelina Beautiful Clean	Inspection by Angelina Chamber of Commerce

Campus Goal 3: STUDENTS AND THEIR FAMILIES
HISD staff will focus on building relationships with students and their families. Staff will foster an atmosphere of caring and high expectations for students. There will be an emphasis on knowing and acknowledging childre n as individuals, not just students. All employees will be encouraged to attend extra-curricular, school and community events. Parents will have opportunities for meaningful involvement at the school. **(**Title 1, #6)

Campus Objective 1: By May 2008, Survey of students and parents' perception of expectations, caring, and involvement will indicate that staff evidence caring, and high expectations for student achievement and for parent involvement. TAKS test results will evidence gains of 5 percentage points for each student group for each test.

Summative Evaluation: Survey of students and parents' perception of expectations, caring, and involvement will indicate that staff evidence caring, and high expectations for student achievement and for parent involve ment. TAKS test results will evidence gains of 5 percentage points for each student group for each test.

Activity/Strategy	Title I Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Integrate DI teams to promote higher level thinking skills	9	AIME Teacher Parents	Sept. – May	Sept. 2007 – May 2008	DI Materials Student Made materials	# of teams involved
Provide Accelerated Instruction/Extended Day Services	9	Principal Teachers	Monthly	Jan. 2008 – May 2008	ARI/AMI	Teacher evaluations
Provide Student Tutoring services	9	Teachers	Weekly	August 2007 – May 2008	Title I & IIA	Teacher evaluations
Provide parents with assessment results in a language that they can understand	6	Principals	Monthly	August – May	Translator Foreign language translator	Review copies of foreign language documents or of parent contacts by translator
Provide homeless students with appropriate services	2	Principals	Monthly	August – May	Title I	Review PEIMS records of enrolled homeless students

Campus Goal 3: STUDENTS AND THEIR FAMILIES
HISD staff will focus on building relationships with students and their families. Staff will foster an atmosphere of caring and high expectations for students. There will be an emphasis on know ing and acknowledging children as individuals, not just students. All employees will be encouraged to attend extra-curricular, school and community events. Parents will have opportunities for meaningful involvement at the school. **(**Title 1, #6)

Campus Objective 1: By May 2008, Survey of students and parents' perception of expectations, caring, and involvement will indicate that staff evidence caring, and high expectations for student achievement and for parent involvement. TAKS test results will evidence gains of 5 percentage points for each student group for each test.

Summative Evaluation: Survey of students and parents' perception of expectations, caring, and involvement will indicate that staff evidence caring, and high expectations for student achievement and for parent involvement. TAKS test results will evidence gains of 5 percentage points for each student group for each test.

Activity/Strategy	Title I Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Document parent involvement activities	6	Principal	Monthly	August – September	Sign-in sheets	Report submitted to Assistant Sup't
Attend staff development on using DMAC teacher webpage component	6	Assistant Sup't Principal	Monthly	September – November	Region VII Title I Title IIA	Review staff development sign-in sheets
Enhance teacher web pages	6	Principal	Monthly	October – may	Compass software	Review of up-to-date web pages

Campus Goal 3: STUDENTS AND THEIR FAMILIES (Continued)

Campus Objective 2: All HISD Students will be provided with a comprehensive guidance program that includes: career information on higher education opportunities, violence prevention, conflict resolution strategies, anti-bullying lessons, information on sexual harassment and physical or verbal aggression, and pregnancy related services.

Summative Evaluation: At the ends of each semester of 2007 -2008, principals will provide reports to the Assistant Superintendent detailing guidance program activities.

Campus Objective 3: 2007-2008 PEIMS data will indicate a completion rate for all groups of 96% or better. PEIMS data will indicate no dropouts.

Summative Evaluation: The high school completion rate for all groups will be 96% or better. The dropout rate will remain at 0%.

Activity/Strategy	Title I Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Comprehend components of a comprehensive guidance program	2	Principal Counselor	Monthly	August – May	Title I Title IIA Title IV	
The students will be provided components of a comprehensive guidance program	2	Principal Counselor	Monthly	August 2007 – May 2008	Title I Title IIA Title IV	Counselor activity reports
Provide all students with a comprehensive guidance program	2	Principal Counselor	Monthly	August 2007 – May 2008	Title I Title IIA Title IV Perkins Angelina College	Counselor activity reports
Provide parents and students with higher education information	6	Principal Counselor Teacher	Monthly	August 2007 – May 2008	Teachers College Websites College handbooks/magazines Community Parents Interest Inventory Hot Jobs Texas Workforce Solutions	Counselor activity reports Student Product

Campus Goal 3: STUDENTS AND THEIR FAMILIES (Continued)

Campus Objective 2: All HISD Students will be provided with a comprehensive guidance program that includes: career information on higher education opportunities, violence prevention, conflict resolution strategies, anti-bullying lessons, information on sexual harassment and physical or verbal aggression, and pregnancy related services.

Summative Evaluation: At the ends of each semester of 2007 -2008, principals will provide reports to the Assistant Superintendent detailing guidance program activities.

Campus Objective 3: 2007-2008 PEIMS data will indicate a completion rate for all groups of 96% or better. PEIMS data will indicate no dropouts.

Summative Evaluation: The high school completion rate for all groups will be 96% or better. The dropout rate will remain at 0%.

Activity/Strategy	Title I Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Continue a Classroom Guidance program	10	Counselor Teachers	Semester	August 2007 – May 2008	Six Pillars of Character, Counselor in the classroom	Student academic performance Lower discipline referrals
Provide Group/Individual Counseling; Anger Management	10	Principal Counselor	Semester	August 2007 – May 2008	Games Puzzles Behavioral contracts SOS! Sense of Self	Student academic performance, Lower discipline referrals
5th Grade students will take a field trip to Angelina College	9	Principal Counselor Teachers	Annual	May 2008	Angelina College Workforce & Technology (Tech Prep)	Student Observation & Participation
Student School Environment Survey	6	Principal Counselor	Oct. – May	May 2008		Results of survey

Goal 4: STAFF
All students will be taught by highly qualified teachers (NCLB Goal 3). The district will recruit and retain highly qualified teaches.

Objective 1: By May 2008, all district teachers will be highly qualified.

Summative Evaluation: The 2007-2008 Highly Qualified Teacher Report will indicate 100% of teachers are highly qualified.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide staff development opportunities that enable teachers to complete requirements to become highly qualified (i.e., coursework, tests) **RR**	3, 4	Assistant Sup't Special Services Director Teachers	Monthly	August-May	Title IIA Special Ed. Release time	Check of certification progress on SBEC site
Collaborate with universities so that they may place teacher interns at HISD campuses **RR**	5	Superintendent Assistant Sup't Principals	2 X Year	August – May	Time for meetings	Records of interns placed at HISD campuses
Post teacher vacancies on multiple web sites including the HISD web page **RR**	5	Superintendent	Monthly	August – July	Internet, HISD Web page	review of internet postings

Goal 4: STAFF
All students will be taught by highly qualified teachers (NCLB Goal 3). The district will recruit and retain highly qualified teaches.

Objective 2: All 2007-2008 novice teachers will be mentored by experienced teachers.

Summative Evaluation: By November 2008, all new teachers will have been assigned a mentor and the mentor will have received appropriate training.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Assign mentors for novice teachers **RR**	3, 4, 5	Principals	Monthly	July - May	Title IIA to pay mentors	Mentor list
Meet on a weekly or daily basis. **RR**	3, 4, 5	Mentors Novice Teachers	Monthly	August-May	Time	Monthly report to principal
Assign mentors and novice teachers the same conference time or provide time for meetings **RR**	3, 4, 5	Principal	Monthly	August - May	Time to meet substitutes	Mentor calendar

Goal 4: STAFF
All students will be taught by highly qualified teachers (NCLB Goal 3). The district will recruit and retain highly qualified teaches.

Objective 3: 100% of teachers will participate in high quality professional development focused on ensuring all students are given opportunities for learning.

Summative Evaluation: Report of staff development activities and numbers of teacher involved at June Board meeting.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide teachers, principals and paraprofessionals access to high quality professional development – **RR**	3	Assistant Sup't Principals Teachers	Weekly	Year round	Title I Title IIA Title IID Region VII Professional Organizations	Review of staff development requests
Provide high quality staff development based on district needs to ensure students receive timely and appropriate instruction RR	3, 9	Principals	Monthly	August – May	Title 1 Title IIA Region VII	Review of staff development requests
Attend presentation on high yield instructional strategies that work and then revise instructional plans to ensure incorporation of strategies		Administrators Teachers Counselors Diagnosticians	September 14	September 12 - 14	Title 1 Title IIA Spec. Ed.	Attendance Records
Campus Activity Participate in book study on Classroom Instruction that Works		Assistant Sup't	September	August – September	Title 1 Title IIA	Purchase Order
Provide teachers with training for use of Mimios		Technology Director	August – September	August – September	Title 1 Title IIA Title IID	Training records

Campus Goal 4: STAFF
All students will receive instruction from highly qualified teachers. The district will recruit and retain highly qualified teaches.

Campus Objective 1: By May 2008, all district teachers will be highly qualified.

Summative Evaluation: The 2007-2008 Highly Qualified Teacher Report will indicate 100% of teachers are highly qualified.

Campus Objective 1: By May 2008, all campus teachers will be highly qualified and trained on the most current state and federal requirements.

Activity/Strategy	Title I Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Complete requirements to become highly qualified (i.e., coursework tests)	3	Teachers	Monthly	August – May	Title IIA Special Ed. Release time	Check of certification progress on SBEC site
Provide training for teachers regarding NCLB Guideline, AYP, TAKS training, alt. M, TAKS A accommodated	3	Principal Teachers Counselor	Monthly	August – May	Title IIA Title I	Training eval. PDAS self-eval.
All teachers to attend workshops related to subjects taught	3	Principal Teachers Counselor	Monthly	August – May	Title I Title IIA	Training eval. PDAS self-eval.

Campus Goal 4: STAFF (continued)

Campus Objective 2: All 2007-2008 novice teachers will be mentored by experienced teachers.

Summative Evaluation: By November 2008, all new teachers will have been assigned a mentor and the mentor will have received appropriate training.

Activity/Strategy	Title I Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Assign mentors for novice teachers	3,4,5	Principal	Monthly	July - May	Title IIA to pay mentors	Mentor List
Meet on a weekly or daily basis	3,4,5	Mentors New Teachers	Monthly	August – May	Time	Monthly report to principal
Assign mentors and novice teachers the same conference time or provide time for meetings	3,4,5	Principal	Monthly	August – May	Time to meet substitutes	Mentor calendar
Attend appropriate training for mentors and novices (HISD TxBESS program, SFASU Post Baccalaureate Alternative Certification Program)	3,4,5	Mentors New Teachers	Monthly	August – May	TxBESS materials	Staff development documentation
Novice teachers will observe mentors in a classroom setting	3,4,5	Mentors New Teachers	Monthly	August – May	Meeting with mentor to fill out evaluations	evaluations

Campus Goal 4: STAFF (continued)
All students will receive instruction from highly qualified teachers. The district will recruit and retain highly qualified teaches.

Campus Objective 3: All students who need assistance to meet State standards will receive appropriate, effective and timely assistance at their campus. (**Title 1, # 9**)

Summative Evaluation: By July 2008, principals will provide the Assistant Superintendent with documentation of numbers and success of students who have been identified for and participated in acceleration activities.

Activity/Strategy	Title I Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide at-risk students with appropriate accelerated instruction. In school remediation. After School tutorials	9	Principal Teachers	Monthly	August – July	Title I State Comp. ARI/AMI	SIT records
Provide high quality staff development based on district needs. Bea McGarvey – Presenter "Classroom Instruction That Works"	9	Principal	Monthly	August – May	Title I Title IIA Region VII Staff Development Agreement	Review of staff development requests
Provide ongoing professional development for teachers for increasing student achievement	4	Principal Teachers Ass't Supt.	Weekly	Oct. – Dec.	Text: Classroom Instruction That Works	Book Study Summary to Principal

Goal 5: TECHNOLOGY INTEGRATION
Technology will be effectively integrated throughout the curriculum and be used in a manner that effectively increases student performance as assessed by both Bloom's measures and TAKS success.

Objective: By May 2007, software use records and lesson plans will indicate that 100% of HISD teachers utilize existing software to further enhance students' academic performance.

Summative Evaluation: Software use records and lesson plans will indicate that 100% of HISD teachers utilize existing software to further enhance students' academic performance

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Survey teachers to determine technology and hardware needs **RR**		Principals	1 X Year	April	Title IID Region VII	Survey results
attend staff development to learn to use existing software (DMAC, A+ Learning Systems, Read 180, Microsoft Office) **RR**	4	Principals Assistant Sup't Teachers	Monthly	August - May	Title I Title IIA Title IID Region VII Software consultants	Staff development records
Align software/internet sites with curriculum.	2	Teachers	Weekly	August – May	Internet access Title IID	Principal review of lesson plans. Report on to HISD Board at Nov. Meeting
Document technology being used		Principals	June report to board			Report to board on technology seen in 3 minute walk throughs
Campus Goal Plan lessons using available technology: Mimio, SmartBoard, United Streaming….						

Campus Goal 5: TECHNOLOGY INTEGRATION
Technology will be effectively integrated throughout the curriculum and be used in a manner that effectively increases student performance as assessed by both Bloom's measures and TAKS success.

Campus Objective: By May 2008, software use records and lesson plans will indicate that 100% of HISD teachers utilize existing software to further enhance students' academic performance.

Summative Evaluation: Software use records and lesson plans will indicate that 100% of HISD teachers utilize existing software to further enhance students' academic performance

Activity/Strategy	Title I Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Complete survey to determine technology and hardware needs		Principal Teachers	Each semester	August – May	Title IID Region VII	Report to HISD Board at the November Board Meeting
Read 180, Microsoft Office, Mimeo, Elmo-Camera Presenter	4	Principal Asst. Sup't	Monthly	August – May	Title I Title IIA Title IID Region VII Software consultants	Staff development records
Align software/internet sites with curriculum	2	Teachers	Weekly	August – May	Internet access Title IID Region VII Consultant	Principal review of lesson plans. Report on at HISD November Board meeting
Align United Streaming/Online Video with curriculum	2	Teachers	Weekly	August – May	Region VII Consultant	Principal review of lesson plans.

Campus Goal 5: TECHNOLOGY INTEGRATION
Technology will be effectively integrated throughout the curriculum and be used in a manner that effectively increases student performance as assessed by both Bloom's measures and TAKS success.

Campus Objective: By May 2008, software use records and lesson plans will indicate that 100% of HISD teachers utilize existing software to further enhance students' academic performance.

Summative Evaluation: Software use records and lesson plans will indicate that 100% of HISD teachers utilize existing software to further enhance students' academic performance

Activity/Strategy	Title I Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Teachers will supply class notes that will be linked to HISD website	2	Teachers	Daily	October 2007 – May 2008	Region VII software HISD website	Principal review of lesson plans
Students will participate in Internet Safety Awareness lessons	10	Librarian	Monthly	August 2007 – May 2008	Region VII training Internet Access	Class/Observation discussion Lesson plans
Use of wireless computer lab for classroom check-out	10	Principal Teachers	Daily	August 2007 – May 2008	Wireless computer lab	Principal review of lesson plans