Huntington ISD
District Improvement Plan

2007-2008

Date of School Board Approval:
September 24, 2007

Mission Statement

The mission of Huntington ISD as the public education provider for our community is to ensure quality foundational skills through excellent instruction in a positive learning environment for maximizing each student's potential.

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. Tessie Bass (2010)	Teacher	
2. Becky Beaty (2010)	Teacher	
3. Judy Carrell	Business	
4. Miranda Clifton (2009)	Teacher	
5. Helen Conner (2010)	Counselor	
6. Melissa Ellington(2009)	Teacher	
7. Angela Haney (2010)	Teacher	
8. Becky Haverland (2010)	Teacher	
9. Pete Jackson (2010)	Administrator	
10. Brittney Johnson (2010)	Teacher	
11. Kevin Kelley (2009)	Teacher	
12. Jacki Kopycinski (2010)	Teacher	
13. Sonia Modisette	Parent	
14. Cindy Nerren(2009)	Teacher	
15. Tracy Perry (2010)	Teacher	
16. Angela VanSchoubroek (2010)	Counselor	
17. Melissa Williams (2010)	Teacher	
18. Ben Wilroy (2010)	Administrator	

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. Tessie Bass	Attendance Rate Completion Rates Dropout and School Leaver data—Disaggregated Federal Accountability Data for AYP Highly Qualified Teacher Report SDAA Data Student Attendance Data Student Retention Data TAKS Data--Disaggregated
2. Becky Beaty	
3. Miranda Clifton	
4. Helen Conner	
5. Angela Haney	
6. Pete Jackson	
7. Brittney Johnson	
8. Jacki Kopycinski	
9. Cindy Nerren	
10. Tracy Perry	
11. Angela VanSchoubroek	
12. Melissa Williams	
13. Ben Wilroy	

Summary of Findings

Prioritized Areas of Concern (Title 1, #1)	
Areas of Concern	**Data Source**
Alignment of Curriculum, Instruction, and Assessment	AEIS, TAKS and SDAA results
Facilities	Observation, Student Enrollment Figures, Class Size, Number of Classrooms, Projected Growth
Instructional Practices that PromoteAchievement	AEIS, TAKS results
Need for Authentic Assessment	AEIS
Need for High Expectations- Special Education Inclusion, Sub-group Achievement	AEIS, TAKS results
Relationship Building– Safe and Drug Free Schools	Team of 8 training
Technology Integration to Promote Achievement	Three Minute Walk Throughs,AEIS, TAKS results

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

Accountability Data

TAKS

2007 Data	All	AA	H	W	Male	Female	Spec. Ed.*	Econ. Dis.	LEP *	At-Risk
Reading/ELA	93	71	91	93			74	91	67	
Writing	90	75	100	90			50	89	100	
Soc. Studies	89	33	89	89			50	83	0	
Mathematics	83	43	56	85			57	80	67	
Science	74	29	75	76			75	72	0	

SDAA II - Met ARD Expectation: 98%

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

*based on preliminary report

Accountability Data

(continued)

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

Highly Qualified Teacher Report

Campus	2006-2007	2005-2006
Elementary School	100%	100%
Intermediate School	100%	100%
Middle School	100%	100%
High School	86%	92%
District	96%	98%

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 – Missed AYP due to Reading Performance
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 district includes a variety of supplemental campus based programs and services designed to increase academic achievement and reduce drop out rates of students at-risk of dropping out. The programs, all focused on acceleration, include: extended day and extended year programs; hiring additional reading teachers to provide intensive reading instruction; the Read 180 program; and A+ Learning Systems software. A counselor was added at the high school to work directly with students who are at-risk and to help students effectively plan and meet their goals of completing high school and continuing their education beyond high school.

Total SCE funds allotted to this District: $544,572

Total FTEs funded through SCE at this District: 7.5

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
Grades 3-11

TAKS	Math % Met Standard		Reading/ELA % Met Standard		Writing % Met Standard		Science % Met Standard		Social Studies % Met Standard	
	2007	**2006**	**2007**	**2006**	**2007**	**2006**	**2007**	**2006**	**2007**	**2006**
Students At-Risk		*37.3*		*76*		*84*		*50*		*77*
All Students		80		89		93		67		87

	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%

Missing data will be added when the 2006-2007 AEIS report becomes available.

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)	336,629
Title II, Part A (Teacher and Principal Training and Recruiting)	70,869
Title II, Part D (Technology)	3,223
Title IV, Part A (Safe and Drug Free Schools)	7,023
Title V, Part A (Innovative Programs)	1,773
Carl Perkins	19,152
IDEA-B and IDEA-B Preschool	324,181
State Programs	
Accelerated Reading/Accelerate Math Instruction Funds	35,896
Career/Technology Education	691,534
State Compensatory Education	544,572
Gifted/Talented	33,507
Special Education	901,297
Bilingual/ESL Program	4,292
Optional Extended Year	5,632
Life Skills	18,847

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
Principals will 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
As needed, take teachers off of 5 year rotation for PDAS and move to annual PDAS	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 stud ents.

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
Present LRE explanation at each campus		Director of Special Services	October	August – September	LRE information materials	Sign-in sheets from each presentation
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

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 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 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
Lesson plans will reflect TEKS and TAKS alignment		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 CATE planning		Assistant Sup't Principal CATE teachers CATE 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 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 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
Update dyslexia program procedures	9	Assistant Sup't Principals Dyslexia Specialist	January	October - December	New State handbook	Updated handbook
Review research on effects of cursive handwriting on learning.		Assistant Sup't District Site Based Committee	November	November – January	Research studies	Research reports Agendas

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
Provide employees and their families (spouses, preschool and school age children) with free admission to school events. **RR**		Athletic Director Principals Teachers	Monthly	August - May	Employee pass	Principals' observations reported to Admin. Team and Campus Improvement Team
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 200-2008, 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
Learn components of a comprehensive guidance program	2	Assistant Sup't. Principals Counselors	Monthly	August – May	Title I Title IIA Title IV	Agendas
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
Parents will attend pre-season orientation.		Coaches and Sponsors	August - May	August - May	None	Agendas

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
Pay for certification tests of teachers asked to obtain additional certification **RR**	3	Assistant Sup't Special Services Director	2 X year	After tests are taken	Title IIA Special Ed.	Check of certification progress on SBEC site
Review salaries paid by local schools and ensure that those of HISD are competitive. **RR**	5	Superintendent	2 X year	November, April	Salary schedules	Reports to district improvement committee
Attend university sponsored job fairs to recruit highly qualified teacher candidates. **RR**	5	Superintendent Assistant Sup't Principals	2 X Year	November, April	Recruitment materials	Record of attendance
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
provide appropriate training for mentors and novices (HISD TxBESS program, SFASU Post Baccalaureate Program, Region VII – Alternative Certification Program) **RR**	3, 4, 5	Assistant Sup't SFASU Region VII	Monthly	August-May	TxBESS materials	Staff development documentation Present data from survey of mentors and novice teachers for program satisfaction at June 2007 Board Meeting
Pay stipend to TxBESS mentors **RR**		Assistant Sup't	May	August – May	Title IIA	Payment request

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
Provide all professional staff with copies of Marzano's Classroom Instruction that Works for book study		Assistant Sup't	September	August – September	Title 1 Title IIA	Purchase Order
Teachers will receive training for use of Mimios and then plan lessons using Mimios		Technology Director	August – September	August – September	Title 1 Title IIA Title IID	Training records

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

Goal 6: OPERATIONS
Ensure that bond-related construction is carried out in a timely fashion and is in line with community and board expectations. Oversee all projects for maximum fiscal responsibility.

Objective: Provide stakeholders with updates of stages of construction.

Summative Evaluation: Proof of ground breaking by January 08 and completion by January 09

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Monthly reports to board		Superintendent	Monthly	August 07 – January 09	None	Board Agendas Reports
Provide project updates on the HISD website		Yearbook students	2 x year	October – May	Cameras Software Computers	Screen shots
Ask campuses to incorporate construction events into assignments as appropriate (Landscaping, Art, mathematics, business classes)		Assistant Sup't	October	October	District Plan	Team Meeting Agenda