Huntington Elementary School Improvement Plan

2009-2010

<u>Date of School Board Approval:</u>

October 26, 2009

Mission Statement

The mission of Huntington Elementary School is to provide a safe and conducive climate for learning by nurturing the intellectual, emotional, social, and physical growth of all children. Our responsibility as educators, parents, community members, and citizens, working together, is to provide an enhanced and well-balanced educational program so that ALL students may realize their full learning potential and prepare for productive lives.

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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 lifelong 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	Term Begin/End Date	Signature
Beverly Wallace	Teacher	2008 – 2010	
William Weeks	Teacher	2009 – 2011	
Rachel Moulder	Teacher	2009 – 2011	
Sharon Berry	Teacher	2008 – 2010	
Colleen Gullett	Teacher	2008 – 2010	
Angie Foreman	Teacher	2009 – 2011	
DeShea Franks	Paraprofessional	2009 – 2011	
Sam Kimmey	Parent	2009 – 2011	
Becky Beaty	Community	2009 – 2011	
Larry Cupit	Business	2009 – 2011	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on September 29, 2009.

Participants in Attendance	Data Sources Examined
Beverly Wallace	*AEIS* *Federal Accountability Data for AYP* *TAKS Data--disaggregated* *Campus retention data* *Parent surveys* *Student attendance data* *Benchmark testing data* *Universal screening data* *Campus parent participation records* *DMAC Longitudinal Charts 2007, 2008, 2009*
William Weeks	
Rachel Moulder	
Sharon Berry	
Colleen Gullett	
Angie Foreman	
DeShea Franks	
Sam Kimmey	

Comprehensive Needs Assessment:
Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	**Data Source**
Math Grades K – 3	***State Accountability (AEIS), DMAC Longitudinal graph***
Guidance: Career and College Readiness	***Parent, community, and student surveys***
Response to Intervention	***Universal screening, Benchmark data, At-Risk data***

In this plan, the term "student groups" refers to students who are coded as
H, W, AA, ED, Migrant, LEP, G/T, At-Risk, and Special Education

Accountability Data

TAKS

2009 Data	All	AA	H	W	Male	Female	Sp. Ed.	Ec. Dis.	LEP	At-Risk
Reading/ELA	97	100	100	97	96	98	100	96	N/A	92
Mathematics	86	0	67	86	83	87	50	81	N/A	48

Attendance Rate

	All	AA	H	W	Male	Female	Sp. Ed.	Ec. Dis.	LEP	At-Risk
2005-2006	95.7	95.9	96.3	95.7	96.0	95.3	93.3	94.8	97.3	94.9
2006-2007	95.7	96.2	96.1	95.6	95.8	95.5	93.7	95.1	97.0	94.6
2007-2008	95.1	93.7	94.7	95.1	95.4	94.7	92.6	94.1	94.6	

Accountability Data
(Continued)

Highly Qualified Teacher Report

Campus	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Elementary School	100%	100%	100%	100%	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

2005-2006 – 100%
2006-2007 – 100%
2007-2008 – 100%
2008-2009 – 100%

Adequate Yearly Progress

2006-2007 – met AYP
2007-2008 – met AYP
2008-2009 – met AYP

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District: $111,198.21

Total FTEs funded through SCE at this District: 3

The process to identify students at risk is: Students meeting the eligibility criteria are identified by the campus counselor at the beginning of the year and after each universal screening and benchmark using the State of Texas student eligibility criteria. When students enroll from other districts, records are reviewed for SCE eligibility.

The process to exit students from the SCE program who no longer qualify is: Campus Counselor and Response to Intervention Team regularly review student data from screenings, benchmarks, and grades. Students with satisfactory performance are exited from the SCE program.

SCE Program Description: : The Response to Intervention Program at Huntington Elementary School includes comprehensive, intensive, accelerated instruction consisting of scientifically researched strategies targeting students at-risk for dyslexia, in need of early reading intervention, and additional math instruction. Implementation is through early intervention programs and extended day / year services. Our Response to Intervention is monitored at timely intervals by the RtI team.

State Compensatory Funds are used to support Title I.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – 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.

State Compensatory Education Program
Accountability Data

Comparison of 2008 - 2009 TAKS Pass Rates
Students At-Risk and All Students

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2008-09 District Performance

District Name: HUNTINGTON ISD
District #: 003904

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Indicator:		State	Region 07	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2009 Standard															
Grade 3 (English) First Administration Only															
Reading	2009	90%	91%	92%	*	*	92%	*	*	90%	94%	*	88%	*	84%
	2008	89%	90%	95%	*	> 99%	94%	*	*	98%	91%	*	96%	*	85%
Mathematics	2009	86%	84%	85%	*	*	85%	*	*	83%	88%	*	78%	*	61%
	2008	85%	83%	88%	*	60%	89%	*	*	92%	84%	*	83%	*	67%
All Tests	2009	82%	81%	81%	*	*	82%	*	*	79%	84%	*	72%	*	58%
	2008	80%	79%	86%	*	60%	87%	*	*	90%	82%	*	82%	*	63%

Program Evaluation/Needs Assessment Grades Pre-K - 3
2008-2009

TAKS	Math % Met Standard			Reading/ELA % Met Standard		
	2007	2008	2009	2007	2008	2009
All Students	90	89	86	97	98	97
Students At-Risk	75	63	48	91	93	92

Program Evaluation/Needs Assessment Grades Pre-K – 3:

Upon evaluation of the effectiveness of this program, the committee finds that Huntington Elementary's Response to Intervention plan meets the needs of our at-risk population in reading. The committee will closely monitor and seek to improve the accelerated math program to better meet the needs of at-risk students.

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 (S*how 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.

NCLB Performance Goals

These Goals have been incorporated into the District Goals

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: 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.

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

RR in this plan identifies those strategies that contribute to the recruitment and retention of highly qualified staff.

Federal, State and Local Funding Sources

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

Program/Funding Source
Federal Programs
Title 1, Part A
Title II, Part A (TPTR)
Title II, Part D (Technology)
Title IV, Part A
Title VI, Part B Rural/Low Income
Special Education
ARRA
State Programs/Funding Source
Accelerated Reading and Math Instruction Funds
State Compensatory Education
Dyslexia
Gifted/Talented
Special Education
Bilingual/ESL Program

Goal 1: LEADERSHIP FOR STUDENT ACHIEVEMENT
Instructional Leadership practices promote high expectations and a safe school through 1) the use of 3-minute walk-throughs followed by reflective conversations; and 2) the use of positive reinforcement and support for faculty and students.

Objective 1: By June 2010, Power Walk-Through records will indicate 80% or more of classrooms observed implement instructional strategies identified as effective in Classroom Instruction That Works (Marzano). Principal yearly written reports will summarize the results of the use of reflective practices described in The Three-Minute Classroom Walk-Through. Discipline referrals will decrease by 10% when compared with those for 2008-2009 using PEIMS Disciplinary Action Reports.

Summative Evaluation: Power Walk-Through records indicate 80% or more of classrooms observed implement effective instructional strategies. Principal reports describe the results of the use of reflective practices. Discipline referrals decreased by 10% when compared with the previous year.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Conduct walk-throughs. (50 min/day)	2	Campus Admin.		August -May	Data Summary https://mxweb.media-x.com/home/mcrel/	Weekly data review Report to HISD Board at January and June meeting
Decrease discipline issues through use of walk-throughs **RR**	2	Principals Assistant Principals	June 2010	August – May	PEIMS Student Discipline Reports	Report to Board

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Instructional Leadership practices promote high expectations and a safe school through 1) the use of 3-minute walk-throughs followed by reflective conversations; and 2) the use of positive reinforcement and support for faculty and students.

Objective 2: By June 2010, walk-through records will indicate that all instruction reflects appropriate grade level TEKS and that the majority of instruction requires thinking that occurs at the upper levels of Bloom's Taxonomy.

Summative Evaluation: Walk-through records indicate all instruction reflects appropriate grade level TEKS and the majority of instruction requires thinking at the upper levels of Bloom's Taxonomy.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide teaching staff an orientation to the Power Walk-Through process **RR**	2	Principals	September	August	Walk Through PowerPoint	Documentation of orientation by e-mail to the Assistant Sup't
Reflect on walk-through data and consider campus achievements and needs **RR**	4	Superintendent Assistant Sup't Principals Assistant Prin.	Monthly	August – May	Time to reflect with colleagues at Administrative Team Meetings	Administrative team meeting agendas
Meet with faculty to reflect on campus walk-through data and to discuss areas of success and areas needing improvement **RR**	2, 4	Principals	4 times a year (once per nine week period)	October – May	Walk-through data	Meeting minutes Walk-through data

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Summative Evaluation: Walk-through records indicate all instruction reflects appropriate grade level TEKS and the majority of instruction requires thinking at the upper levels of Bloom's Taxonomy.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide teachers opportunity to reflect on their own teaching practices and time to respond with examples of how their practice will change **RR**	2	Principals	Each quad	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
Immediately implement clinical supervision for teachers in need of improvement **RR**	2	Principals	August – May	August - May	Power Walk-through on PDA PDAS	Walk-through data PDAS data

Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT – STUDENT ACHIEVEMENT
HISD will be an exemplary district. 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: A comparison of 2009 TAKS scores and 2010 TAKS scores will indicate that all groups that were over 90% maintained or improved scores and that those that were under 90% improved by 15%.

Summative Evaluation: A comparison of 2009 TAKS scores and 2010 TAKS scores indicates all groups that were over 90% in 2009 maintained or improved scores and that those that were under 90% improved by 15%.

Strategy 1: Align curriculum, instruction, and assessment with TEKS and TAKS

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Reflect TEKS and TAKS alignment in lesson plans	2	Principals Teachers	Weekly	August - May	Lesson Plans	Principals will review lesson plans weekly.
Involve teachers in academic assessment decisions **RR**	8	Principals	2 X Year	End of semester	Campus site based committee minutes	Review of minutes
Create tests that align with curriculum and instruction	8	Principals Teachers	Monthly	August - May	DMAC Software Title I A Title IIA	Principals' monthly review of tests
Attend training for use of curriculum software **RR**	4	Principals Teachers	May	August - May	ESC 7	Sign-in sheets Training records

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Strategy 1: Align curriculum, instruction, and assessment with TEKS and TAKS

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Conduct PK – 3 grade level team meetings weekly to focus on curriculum and instructional issues	2, 4	Principal Ass't Principal Lead Teachers	Monthly	August – May	Grade level minutes and time to collaborate and reflect with principal or ass't principal	Grade-level minutes

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Strategy 2: Use research based strategies for teaching and learning

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Plan lessons that use research based strategies	2	Teachers	Weekly	August – May	Lesson plan format	Principal review
Attend staff development that focuses on the use of research based strategies **RR**	3, 4	Assistant Sup't Principals Teachers	July	July - June	Title IA Title IIA, IID Title IV ARRA	ESC 7 records Staff dev. req. Sign-in forms
Review walk-through data to determine research based strategies used	2, 4	Principals Teachers	Once per quad	August – May	McREL Power Walk-Through Title Funds	Meeting agenda
Teach a consistent academic vocabulary	2	Principals Teachers	daily	August – May	Title Funds Web resources	Review of lesson plans

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Strategy 3: Use DMAC to create assessments for benchmarking, for TAKS preparation, and to disaggregate test data.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Attend staff development on use of DMAC to create aligned and benchmark tests and to disaggregate State and local data **RR**	4, 8	Principals Teachers	Monthly	August - May	Title I Title IIA	Staff development records
Use Compass DMAC software to analyze student performance	8	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 Teachers	2 X Year	August - May	DMAC – TEKScore, State Assessment	Records of meetings

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Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Use Mentoring Minds Math benchmark for progress monitoring in third grade	8	Teachers	September December March	Sept – March	Title IA DMAC	Tracking of scores, charts/graphs
Use SDAA released Math test as benchmark for progress monitoring in grades K – 2	8	Teachers	September January May	Sept – March	SDAA Released tests DMAC	Tracking of scores, Charts/graphs

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Strategy 4: Provide all students who need assistance to meet State standards will receive appropriate, effective and timely assistance at their campus. (**Title 1, # 9**)

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Attend staff development on students' varied needs i.e., discipline, code of conduct, classroom management, special services, 504, dyslexia, GT	2, 4, 9	Principals Teachers	Monthly	August – July	Title I Title IIA IDEA funds Comp Ed funds	Staff development documentation (sign-in sheets)
Provide appropriate accelerated instruction for students who receive special services or who are at-risk.	2, 9	Principals Teachers	Monthly	August – July	Title 1 Comp Ed funds ARI/AMI OEY	RTI records OEY records Inclusion records
Implement Inclusion in grades K – 3	2, 9	Director of Spec Services, Principals Teachers	May	Sept. – May	Spec Ed	Teacher schedules Inclusion reports
Schedule time for TAKS acceleration	2, 9	Principals Teachers	May	August - May	Title 1 OEY ARI/AMI	Copy of schedule Attendance sheets

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Strategy 4: Provide all students who need assistance to meet State standards will receive appropriate, effective and timely assistance at their campus. (**Title 1, # 9**)

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Use CScope, a vertically and horizontally aligned curriculum.	2	Teachers	December	August – Dec.	Title IA Title IIA ARRA	ESC 7 contract
Use research based instructional strategies.	2	Teachers	Daily	August – May	Title IA Title IIA ARRA	Walk-through data
Support the development and implementation of early identification strategies to ensure students with special needs receive required support services at the earliest possible age, including strategies to identify students with autism, dyslexia, and learning difficulties.	2	Teachers	Each Quad	August – May	Title IA Title IIA ARRA	RtI data

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Strategy 5: Implement a Response to Intervention Program to ensure that students who experience difficulty mastering content and performance standards receive additional assistance.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Update staff re RTI definition and procedures	2. 4, 9	Principals	December	Aug – Nov.	RTI handbook Computer Projector	List of training dates and persons in attendance
Review RTI implementation progress	9	Principals	May	August – May	Team Meeting Time	Team Meeting Agendas
Attend RTI related staff development	4, 9	Principals Teachers	May	August – May	Title IA Title IIA	Staff dev. req.
Add a behavior strand to RTI	2, 9	Principals	Dec. 2009 May 2009	August – May	Title IA Title IIA	Principal interview
Develop an early warning data system to determine students at risk of failure.	2, 9	RtI Team	Each Quad	August – May	Title IA Title IIA ARRA	RtI data

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Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide a speech intervention (SPIN) for students experiencing difficulty in Speech	2, 4	Principals Counselors Special Services Res. teachers Classroom teachers AMI Lab / LEAP Lab helping teachers	Each Quad	September – May	Title I Title IIA State and local funds Student Assessment Data PEIMS data RtI Team Co-funded Resource vs At-Risk	Increase in reading, vocabulary, comprehension, and Math
Provide research-based progress-monitoring tools, technology, and professional development for effective RtI implementation.	2, 8	RtI Team	Each Quad	August – May	Title I Title IIA ARRA	Sign in sheets RtI data

Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT – STUDENT ACHIEVEMENT
HISD will be an exemplary district. 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: A comparison of 2009 TAKS scores and 2010 TAKS scores will indicate that all groups that were over 90% maintained or improved scores and that those that were under 90% improved by 15%.

Summative Evaluation: A comparison of 2009 TAKS scores and 2010 TAKS scores indicates all groups that were over 90% in 2009 maintained or improved scores and that those that were under 90% improved by 15%.

Strategy 5: Implement a Response to Intervention Program to ensure that students who experience difficulty mastering content and performance standards receive additional assistance.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide supplemental supplies and materials for intervention teachers and mainstream teachers to accelerate the learning of students at Tier I, II, and III	2, 4	Principals Counselors Special Services Res. teachers Classroom teachers AMI Lab / LEAP Lab helping teachers	Each Quad	September – May	Title I Title IIA State and local funds Student Assessment Data PEIMS data RtI Team Co-funded Resource vs At-Risk	Increase in reading, vocabulary, comprehension, and Math
Provide supplemental teacher, tutor, and/or substitute pay to support appropriate interventions.	2, 3, 9	Principal Asst. Principal	December May	October – April	Title I Title IIA ARRA ARI/AMI	TAKS data Benchmark data
Provide additional instructor support with math coaches to help provide and support small groups and individualized instruction.	2, 3, 4, 9	Principal Asst. Principal SFA Professor	Each Semester	August – May	Title I Title IIA ARRA	Records of Staff Development

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Strategy 5: Implement a Response to Intervention Program to ensure that students who experience difficulty mastering content and performance standards receive additional assistance.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Employ certified teachers to provide supplemental research based instruction for students unable to meet state and local performance standards in reading and/or math	2, 4	Principals Counselors Special Services Res. teachers Classroom teachers AMI Lab / LEAP Lab helping teachers	Each Quad	September – May	Title I Title IIA State and local funds Student Assessment Data PEIMS data RtI Team Co-funded Resource vs At-Risk	Increase in reading, vocabulary, comprehension, and Math
Utilize SFA interns/student teachers to facilitate at-risk student success in reading and/or math	2, 4	Principals Counselor Special Services Teachers	Each Quad	September – May	Title I Title IIA State and local funds Student Assessment Data	Increase in reading, vocabulary, comprehension, and Math

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Summative Evaluation: A comparison of 2009 TAKS scores and 2010 TAKS scores indicates all groups that were over 90% in 2009 maintained or improved scores and that those that were under 90% improved by 15%.

Strategy 6: 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.

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 I Survey Monkey	Survey results
Attend hands-on staff development to learn to use existing software (DMAC, A+ Learning Systems, Read 180, Microsoft Office) **RR**	4	Principals 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
Develop project based assessments & activities that integrate technology into lesson units/plans	8	Principal Ass't Principal	Each Semester	September – May	TEKS	Principal review of teacher assessment

Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT – STUDENT ACHIEVEMENT
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Strategy 6: 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.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Conduct a study of Using Technology with Classroom Instruction that Works	2, 4, 9	Principals Teachers	June	October – April	Title IA	Principals' records
Use technology to provide differentiated instruction.	2, 9	Teachers	Each quad	August – May	Title IA Title IIA Rural Funds ARRA	
Purchase clickers, elmos, mimios, hubs, and slates for teachers to use for integration of technology into instruction	5	Principal Asst. Principal Teachers	Weekly	August – May	Rural funds grand Tech funds Title I Title II	Review of lesson plans
Purchase projectors for classrooms to allow integration of technology	5	Principal Asst. Principal Teachers	Weekly	August – May	Tech funds Title I Title II	Review of lesson plans
Document technology being used		Principals	June	daily	PDAs	Report to board on technology seen in walk throughs

Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT – STUDENT ACHIEVEMENT
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Strategy 6: 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.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide technology staff development led by campus staff	4	Principals	June	August – May	Title I Title IIA Title IID	Training records and agendas
Purchase needed technology		Technology Director Principals	June	August – May	Title I Title IIA Title IID	Pos
Plan lessons using available technology: Mimio, SmartBoard, United Streaming	2	Teacher	Weekly	August – May	Computers Internet	Lesson plans
Provide and use educational technology to promote higher-order thinking skills, problem solving, and creativity.	2, 9	Principal Asst. Principal Tech. Dir.	June	August – May	Title I Title IIA ARRA	Lesson plans
Purchase technology support such as carts, wiring, etc.		Principal Asst. Principal Tech. Dir.	June	August – May	Title I Title IIA ARRA	Purchase Order

Goal 3: STAFF – STUDENT ACHIEVEMENT
All students will be taught by highly qualified teachers. (NCLB Goal 3) HISD will continue to ensure improvement of teacher effectiveness. (ARRA)
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Objective 1: By May 2010, 100% of HISD teachers and instructional paraprofessionals will be highly qualified as defined and required by NCLB.

Summative Evaluation: A review of highly qualified records indicates that 100% of HISD teachers and instructional paraprofessionals are highly qualified.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Attend university 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 to 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
Attend staff development for teaching students from the culture of poverty **RR**	2, 4, 9	Principals Teachers	October 2010	August	ARRA	Sign-in sheets

Goal 3: STAFF – STUDENT ACHIEVEMENT
All students will be taught by highly qualified teachers. (NCLB Goal 3)
Ensure continuing to improve teacher effectiveness and supporting the equitable distribution of qualified teachers across the state (ARRA)

Objective 2: All 200-2010 novice teachers will be mentored by experienced teachers.

Summative Evaluation: By November 2009, 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 same conference time or provide time to meet **RR**	3, 4, 5	Principal	Monthly	August - May	Time to meet substitutes	Mentor calendar
Hold a meeting at the end of the school year for mentors, mentees, and principals to reflect on lessons learned	3, 5	Principals	May	May		Copy of meeting notice Sign-in sheet

Goal 3: STAFF – STUDENT ACHIEVEMENT
All students will be taught by highly qualified teachers. (NCLB Goal 3)
Ensure continuing to improve teacher effectiveness and supporting the equitable distribution of qualified teachers across the state (ARRA)

Objective 3: By June 2010, 100% of teachers will participate in high quality professional development focused on ensuring all students are given opportunities for learning.

Summative Evaluation: A report of staff development activities and numbers of teachers involved, made at the June Board meeting will indicate 100% of teachers participated.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Attend high quality professional development – **RR**	3	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 campus 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
Provide team building for all H.E.S. staff through the development of faculty teams **RR**	4	Principal Ass't Principal	Monthly	August – May	Title II	Documentation of team building activities
Provide early literacy / best reading strategies training for PreK – 3 teachers	3,4	Principal Asst. Principal SFA Instructor	June/July	August – May	Title I Title II	Training records and agendas

Goal 3: STAFF – STUDENT ACHIEVEMENT
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Ensure continuing to improve teacher effectiveness and supporting the equitable distribution of qualified teachers across the state (ARRA)

Objective 3: By June 2010, 100% of teachers will participate in high quality professional development focused on ensuring all students are given opportunities for learning.

Summative Evaluation: A report of staff development activities and numbers of teachers involved, made at the June Board meeting will indicate 100% of teachers participated.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide problem solving / best math practices training for PreK – 3 teachers	3,4	Principal Asst. Principal SFA Instructor	June/July	August – May	Title I Title II	Training records and agendas
Approve staff development plan		Site based committee	Year round	Year round	None	DWEIC and CLIC minutes

Goal 4: SAFE AND DRUG FREE SCHOOLS – STUDENT ACHIEVEMENT
All students will be educated in learning environments that are safe, drug free, and conducive to learning. (NCLB Goal 4) Expectations will be raised to build school pride and faculty-student relationships that foster an atmosphere of caring and high expectations.

Objective 1: By May 2010, 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: A survey of students and parents' perception of expectations, caring, and involvement will indicate 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 arriving students		Principals Teachers	Monthly	September – May	NA	Principals' observations
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 Raptor	Report submitted to Assistant Sup't
Provide teachers 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 Kindergarten Round Up as a transition from early childhood programs	7	Principals Kindergarten Teachers	May	May	Kindergarten Folders	Enrollment data

Goal 4: SAFE AND DRUG FREE SCHOOLS – STUDENT ACHIEVEMENT
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Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Distribute information regarding H. E. S. opportunities through newsletters and H.I.S.D. website.	6	Principal Ass't Principal Classroom Teachers	Monthly	September – May		Newsletters
Increase parental involvement by publicizing the following events. • Meet the teacher" • Career Day • Grandparents' Day • PTCO Fall Festival • Third Grade Luau • Track & Field Day • Destination Imagination Team Competition • Fam. Science Night • Field Trips	6	Principal Ass't Principal Classroom Teachers	Monthly	September – May	PTCO funds Student Fundraiser Title I Title V	Participation Sign-in sheets

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Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide opportunities for parents, business, and community members to partner with H. E. S.: • Project ESSENCE Career Day • Masons read to students • Destination Imagination Team Manager Training • Master Gardener's Mother's Day Planting	6	Principal Ass't Principal Classroom Teachers	Monthly	September – May	PTCO funds Student Fundraiser Title I Title V	Participation Sign-in sheets
Provide opportunity for parents to reflect and express feedback regarding their satisfaction of the educational endeavors provided for their child through a survey	6	Principal Ass't Principal Counselor	Yearly	April	Survey	Review of all responses returned

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Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
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
Hold evening meetings for parents to learn more about safe and drug free schools, college and career readiness, helping students succeed.	6	Principals Counselors	Monthly	October – May	None	Agendas Sign-in sheets Guidance reports
Create web pages for parent communication and information.	6	Principals Teachers Counselors	Each quad	September – May	Time Training	Review of posted sites
Provide ADAC Drug Awareness Puppet Show	2, 6	Counselor Red Ribbon Coordinator	October	October	ADAC	Rally documentation
Promote career awareness through career day, field trips, and guest speakers	2.6	Principals Science Teacher Counselor Teachers	Monthly	September – May		Student Response Career Survey

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Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Promote college awareness with a "College Focus Day" each month		Principal	August – September	August – Sept.		Principal Observation Counselor Activity Report
Provide parents with training to access their child's information on Skyward	6	Principals	August – Sept. 2010	August – Sept. 2010	Time Training Location	Copies of notices to parents, sign-in sheets, passwords distributed
Meet with parents to construct/update parent involvement policies and school-parent compacts	6	Principals	Sept 2009 May 2010	August 2009 June 2010	Time and place to meet with parents	Sign-in sheets Copies of policies and compacts
Provide early reading / math training for Pre-K parents through the Raising Readers / Mathematicians Workshop	6, 9	Principal Asst. Principal Counselor Rdg. Interventionist SFA Inst. SFA Interns Pre-K Teacher PTCO	August – May	October January	Title I ARRA Local funds PTCO funds	Copy of invitation Sign-in sheet Parent feedback forms

Goal 4: SAFE AND DRUG FREE SCHOOLS – STUDENT ACHIEVEMENT
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Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Hold parent-teacher conferences to discuss 1) what the school can do to help at-risk students to meet standards, and 2) what parents can do to help the student's performance	6	Principal Counselors	August 2009 June 2010	Sept 2009 – May 2010	Time and place to meet with parents	Sign-in sheets For 6 – 12 PGP
Hold an annual meeting at which, parents are informed of their child's participation in the Title I program.	6	Principals	Sept 2009 – May 2010	August 2009 June 2010	Time and place to meet with parents	Sign-in sheets

Goal 4: SAFE AND DRUG FREE SCHOOLS – STUDENT ACHIEVEMENT
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Objective 2: Each campus will implement a coordinated school health plan. By May, 2010 each campus will document a revised coordinated school health program.

Summative Evaluation: Copy of the school health plan

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Review and update the district coordinated school health plan		Principal	May 2010	October – May	CDC review tool	Meeting agendas Review report
Ensure students have access to required physical activity.		Principal	August January	August January	Class schedule	Review of student schedules
Provide staff development for school nurses.		Principals	January May	August – May	Title IA Title IIA Local funds	Staff development requests
Provide CPR training for all coaches and PE teachers		Athletic Directors CPR trainer	October	August – October	Local funds	Training records

Goal 5: COMPREHENSIVE GUIDANCE - STUDENT ACHIEVEMENT
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.

Objective 1: By June 2010, HISD counselors will have taught lessons reflecting the content areas described in the Guide for Program Development: Comprehensive, Developmental Guidance and Counseling Program.

Summative Evaluation: At the end of each semester, principals will provide reports to the assistant superintendent detailing guidance program activities and content areas addressed.

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 Counselor	Monthly	August – May	Title I Title IIA Title IV Perkins Angelina College Spec Ed	Counselor activity reports
Attend staff development		Counselor	May 2010	August – May	Title 1 Title IIA Title IV	Counselor staff development requests
Create and document a College and Career Readiness Strand for the guidance program.		Counselor	September	August – September		Presentation to Board
Use a variety of media and resources to communicate with parents and to involve them in meetings re student progress and opportunities.	6	Principals Counselors	Each quad	August – May	TRZ Web Sites Notes home	Contact documents

Goal 5: COMPREHENSIVE GUIDANCE - STUDENT ACHIEVEMENT
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Objective 1: By June 2010, HISD counselors will have taught lessons reflecting the content areas described in the Guide for Program Development: Comprehensive, Developmental Guidance and Counseling Program.

Summative Evaluation: At the end of each semester, principals will provide reports to the assistant superintendent detailing guidance program activities and content areas addressed.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide strategies for teaching character education through "Core Essentials"	2	Principals Counselors Teacher	Weekly	September – May	Chick-Fil-A Corporation Title V A	Classroom Character Value Chart
Provide "Book of the Month" to inspire and equip students to maximize their potential	2	Principals Counselor	Monthly	August – May	Title I Title V A	Principals Counselor Teacher Observation
Implement attendance incentive by providing character ed. books for classrooms with perfect attendance	2	Principals Counselor	Monthly	August – May	Title I Title V A	Principals Counselor Teacher Observation
Teach suicide prevention, conflict resolution, violence prevention		Counselors	Monthly	August – May	Title IA Title IV	Lesson plans