Huntington High School Improvement Plan

2009-2010

Mission Statement

The mission of Huntington High School is to instill a desire for excellence by preparing its students to become citizens who are able to make informed and intelligent choices among alternatives they will encounter during their lifetime. In collaboration with parents and community, Huntington High School will help students develop a desire for learning the skills to become contributing members of society.

Date of School Board Approval:

October 26, 2009

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
Jennifer Williams	Principal		
April Soderquist	Instructional Specialist		
Angela VanSchoubroek	Career & Technology Education Counselor		
Beverly Johnson	HISD Dist Representative		
Denise Jones	Teacher Aide	2008-2010	
Amber Wagnon	ELA Teacher	2008-2010	
Les Holder	Math Teacher	2009-2011	
Brian Williams	Science Teacher	2009-2011	
Jenny Cauble	Social Studies Teacher	2009-2011	
Cathy Moore	Career & Technology Business Teacher	2009-2011	
Shane Stover	Special Education Teacher	2009-2010	
Paige Hopkins	Foreign Language Teacher	2009-2010	

J’Nelle Short	Elective Teacher	2009-2010	
Charles Ellisor	Parent		
Michael Cauble	Business Representative		
Oretha Chamblee	Community Representative		

Comprehensive Needs Assessment

The committee conducted a comprehensive needs assessment on September 30, 2009.

Participants in Attendance	Data Sources Examined
Jennifer Williams	AEIS Federal Accountability Data for AYP TAKS Data-Disaggregated Campus PEIMS Reports Dropout Data-Disaggregated Completion Rates Student Attendance Data Referrals To Special Education SAT/ACT Data Truancy Data Teacher Retention Data THEA Data CTE Enrollment Data CTE Certification Data Special Services Rates Highly Qualified Teacher Data Dual Enrollment Data PSAT Data
April Soderquist	
Angela VanSchoubroek	
Denise Jones	
Amber Wagnon	
Les Holder	
Brian Williams	
Jenny Cauble	
Cathy Moore	
Paige Hopkins	
J'Nelle Short	
Charles Ellisor	
Michael Cauble	
Oretha Chamblee	

Comprehensive Needs Assessment:
Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	**Data Source**
Ongoing reassessment of curriculum, instruction, and assessment	AEIS, TAKS Results
Increase instructional practices that promote critical thinking skills	AEIS, Benchmark Testing Results
Improved TAKS scores in all tested areas with emphasis on Math and Science	AEIS, Benchmark, TAKS Results
Create more interest in the academic areas of Math and Science	AEIS,TAKS Results
Increased monitoring of student progress per grading period	AEIS, Benchmark Testing Results
Provide teachers instructional feedback from administrative walk throughs	AEIS, TAKS Scores
Increase number of students taking PSAT, SAT, ACT and THEA tests.	PSAT, SAT, ACT, THEA Data
Increase number of CTE certifications	CTE Certification Data

Prioritized Areas of Concern	
Areas of Concern	**Data Source**
Realize high expectations for all stakeholders	AEIS, Mathematics and Science achievement, THEA exemptions, Special Education Inclusion, and Sub-Group Achievement
Number of interventions available for failing students	AEIS, AYP
Increase attendance rates and decrease number of tardies	ADA Data/Discipline Reports
Increase Completion Rates/Decrease Drop Out Rates	AEIS Report, PEIMS Report
Document list of events in which parents and stakeholders are invited to campus	Previous High School Campus Plan
Increased effort to monitor students during passing times and lunch periods	2007-2008 Discipline Reports
Need to provide information to students concerning upcoming academic and school events	TAKS Scores, AEIS, Parent Survey

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	96%	67%	100%	97%	96%	97%	82%	91%	*	83%
Writing									*	
Soc. Studies	98%	100%	100%	98%	97%	99%	93%	94%	*	93%
Mathematics	76%	100%	56%	76%	81%	72%	40%	71%	*	42%
Science	82%	0%	33%	82%	85%	79%	44%	74%	*	56%

Completion Rate (Rate I used for Standard Procedures)

	All	AA	H	W	Econ. Dis.	At-Risk
Class of 2007	96.3	100	100	96.2	93.9	94.7
Class of 2008	94.8	71.4	100	95.9	88.5	90.9

Dropout Rate (Standard Accountability Indicator)

	All	AA	H	W	Econ. Dis.	At-Risk
2007	0	0	0	0	0	0
2008	0	0	0	0	0	0

Attendance Rate

	All	AA	H	W	Male	Female	Sp. Ed.	Ec. Dis.	LEP	At-Risk
2005-2006	95.2%	94.2%	94.0%	95.2%	95.2%	95.2%	93.2%	93.4%	*	94.9%
2006-2007	94.8%	94.8%	95.4%	94.7%	94.8%	94.7%	94.2%	94.0%	*	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%
Intermediate School	100%	100%	100%	100%	100%
Middle School	100%	100%	100%	100%	100%
High School	99%	89.77%	88%	86%	92%
District	99%	93.75%	97%	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

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

Adequate Yearly Progress

2006-2007 – met
2007-2008 – met

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:

Total FTEs funded through SCE at this District:

The process to identify students at risk is:

The process to exit students from the SCE program who no longer qualify is:

SCE Program Description:

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:

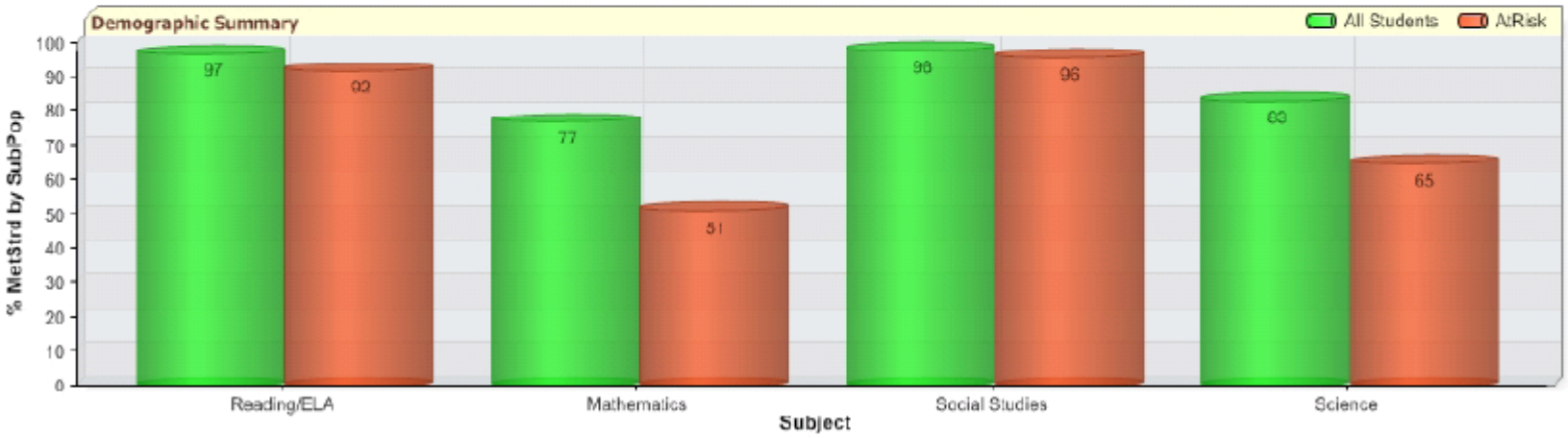
1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year 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

TAKS Demographic Summary
for HUNTINGTON H S

Year: 2009 Language(s): English
Calculation Option: MetStrd Retests: First Administrations Source: Snapshot Test Version(s): TAKS
Grades: 09, 10, 11

	Reading/ELA			Mathematics			Social Studies			Science		
SubPopulation	Tested	MetStrd	MStd%	Tested	MetStrd	MStd%	Tested	MetStrd	MStd%	Tested	MetStrd	MStd%
All Students	302	292	97%	300	230	77%	192	189	98%	190	158	83%
AtRisk	102	94	92%	97	49	51%	80	77	96%	79	51	65%



Program Evaluation/Needs Assessment Grades K-12
2008-2009

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
All Students	72%	72%	76%	90%	94%	96%				62%	76%	82%	85%	90%	98&
Students At-Risk															

	Drop Out Data (Standard Accountability Indicator)			Completion Data (Rate I used for Standard Procedures)		
	2006	2007	2008	2006	2007	2008
All Students	.3%	0%	1.6%	93.7%	100%	91.9%
Students At-Risk	.3%	0%	2.8%	91%	100%	84.6%

Program Evaluation/Needs Assessment Grades K-12

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 that will be 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
Carl Perkins
State Programs/Funding Source
Career/Technology Education
State Compensatory Education
Special Education
Local Programs/Funding Source

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	Superintendent Assistant Sup't 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**		Principals Assistant Principals	June 2010	August – May	PEIMS Student Discipline Reports	Report to Board
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

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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		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
Purchase instructional materials		Principals Teachers	May	August-May	Various	Purchase Orders

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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
Increase advanced course offerings		Asst. Superintendent Principal Teachers	February	2010 - 2011	Title Funds	Curriculum

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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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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 2-12	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
Utilize A+ Software to be used by all identified students unsuccessful on prior year's TAKS Exams in all Subjects	2	Principal Instructional Specialist Teachers	September-April	September- April	Title 1 Comp Ed Funds	Student Enrollment Documentation on A+ Program
Provide after School and during school TAKS Acceleration Program to offer tutorial assistance to students	2	Principal/Teachers	April	January - April	Comp Ed Funds Title Funds	Increase in Student TAKS Scores, Student Enrollment Sheets, Copy of modified schedule
Incorporate TAKS objectives into CTE Course Instruction.	2	Principal/Teachers CTE Counselor	September-May	September - May		Increase in Student TAKS Scores.

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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

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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
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.

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 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	Lesson Plans
Provide Students the opportunity to become involved in the Library Book Club-Open Ended Discussions	1,8,9	District Librarian	September-May	September-May	Library Books	Review of Student Participation Numbers/TAKS Reading Scores
Campus will purchase Novel Sets for English Department to increase Reading Comprehension Scores	1,8,9	Principal, English Teachers	September –May	September-May	Title 1	Gain In Passing Percentages on 2009 TAKS Scores
Purchase needed technology	2	Technology Director, Principals	June	Aug. – May	Title I, Title IIA, Title IID, Perkins Funds	Pos

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)
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
Provide Special Education ELA teacher opportunities to attend high quality staff development including workshops to prepare for the TExES		Assistant Sup't	May 2010	September 1, 2009		Record of attendance
Pay test registration fee for Special Education ELA teacher		Assistant Sup't	May 2010	August 1, 2009		Receipt

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Special Education ELA teacher to take TExES		Teacher	May 2010	October 1, 2009		Record of completion
Pay certification fee for Special Education ELA teacher		Assistant Sup't	May 2010	November 1, 2009		Record of passing score
Provide Physics teacher opportunities to attend high quality staff development including workshops to prepare for the TExES		Assistant Sup't	May 2010	February 1, 2010		Record of attendance
Physics teacher to attend TExES test preparation workshop		Teacher	May 2010	February 1, 2010		Record of attendance
Provide access to A+ Learning Systems tutorial software to Physics teacher		Principal	May 2010	January 1, 2010		Software log
Physics teacher to use A+ Learning Systems software to review for TExES		Teacher	May 2010	February 1, 2010		Software log
Pay test registration fee for Physics teacher		Assistant Sup't	May 2010	February 1, 2010		Receipt

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Physics teacher to take TExES		Teacher	May 2010	March 1, 2010		Record of completion
Pay certification fee for Physics teacher		Assistant Sup't	May 2010	May 1, 2010		Record of passing score

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 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
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
Schedule pep rallies and spirit days		Principal Cheer Sponsor	May	August - May	Principal Community Cheerleaders Drill Team	Schedule
Offer incentives for perfect attendance and small improvements		Principal Resource Officer	Nine Weeks	October - May	Local Funds	Documentation of incentives

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
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
Employ an attendance clerk to assist with promoting attendance through parent contacts		Principal Attendance Clerk	Monthly	August – May	AS400 Calling System	Attendance Records

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
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
Test for drugs		Nurses	Monthly	August – May	Title IV	Test results
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
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	Principals 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
Provide ISS and DAEP to promote safe schools and a learning environment		Principals Assistant Principals	Monthly	August – May	SCE Local funds	Enrollment records

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

Summative Evaluation: A report on extra-curricular codes of conduct, and their results, will be presented at the September Board Meeting.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Require attendance of parents of athletes at pre-season orientations for each sport and at each campus	**6**	Athletic Dir. Coaches	August - May	August – May	None	Agendas Sign-in sheets
Document parent and student receipt of sports guidelines/athletic handbooks.		Athletic Dir. Coaches	August - May	August – May	None	Copies of acknowledgement forms
Document athletics policies		Athletic Dir. Coaches	August - May	August – May	None	Copies of policies

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 3: 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 reports
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 Counselors	Monthly	August – May	Title I Title IIA Title IV Perkins Angelina College Spec Ed	Counselor activity reports
Attend staff development		Counselors	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.		Counselors	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
Teach suicide prevention, conflict resolution, violence prevention		Counselors	Monthly	August – May	Title IA Title IV	Lesson plans

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. All students will graduate from high school (NCLB Goal 5) and will have a CATE certification and/or a minimum of 12 college hours.

Objective 2: By June 2010, all students will graduate from high school (NCLB Goal 5) and will have a CATE certification and/or a minimum of 12 college hours.

Objective 3: Student Participation in Concurrent/ 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 CTE certification and/or a minimum of 12 college hours.

Summative Evaluation: Reports will indicate that 100% of 2009-2010 seniors graduated and had a CATE certification and/or a minimum of 12 college hours. 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
Increase dual credit options and CTE courses offered by Angelina College.		HHS Principal CTE Counselor	May 2010	August – May	Meeting time	Records of course options added at HHS
Meet with parents of students to inform them about CTE certification programs and graduation requirements		HHS Principal CTE Counselor	May 2010	January – May	Time Brochures	Sign-in sheets Agendas Copies of mailings, brochures
Contact parents regarding support services and acceleration opportunities available i.e., RTI, ARI/AMI, OEY	6	Principals Counselors	Each quad	August – May		Contact documentation
Offer CTE Courses in the field of Business Management, Education and Training, Health Science, Human Services, Information Technology, Marketing Sales and	2	Principal, Teachers	August-May	August-May	Perkins Funds	Documentation of Courses offered

Service, and Science Technology, Agriculture and Food Resources						
Provide Staff Development that addresses the needs of CATE students and CATE Programs	4	Principal, CATE Teachers	August-May	August-May	Perkins Funds	Documentation of Teacher Attendance
Purchase Welding, Metal, wood products, and teaching supplies for CTE student use in Welding Class	2	Principal, Larry Joiner, Jerry Perritte	August-May	August-May	Perkins Funds	Receipt of items purchased
Purchase student textbooks and Exams for CTE certifications and articulated credit	2	Principal, CATE Teachers	August-May	August-May	Perkins Funds	Receipt of Items purchased/PO
Purchase instructional supplies for CTE Business students	2	Principal, CTE Business Teachers	August-May	August-May	Perkins Funds	Receipt of Items Purchased/P)
Purchase Instructional Supplies for CTE Electro/Robotics Students	2	Principal, CTE Robotics/Electro Teacher	August-May	August-May	Perkins Funds	Receipt of Items Purchased/PO

ESC Region #:	7	Data Validation Monitoring (DVM) System 2009-2010	Stage of Intervention:	3
LEA:	Huntington		Submittal Date:	12-15-09
Co/District #:	003-904	Continuous Improvement Plan (CIP)		

Desired results/goals identified in the DVM continuous improvement plan should be integrated, as appropriate, into LEA and campus improvement planning processes The LEA must ensure that appropriate or relevant staff members have a clear understanding of the LEA's CIP activities LEA staff must disseminate the CIP to appropriate or relevant staff members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementation and evaluation The LEA also must monitor the progress of implementation of CIP activities and evaluate completed activities to determine results The LEA must provide the TEA with updates regarding implementation, monitoring, and evaluation activities upon request

DESIRED RESULT *Goal(s) that address each identified area of improvement, including necessary correction of noncompliance*	**MEASURABLE EVIDENCE OF CHANGE** *Qualitative and/or* *Quantitative measures of correction/ improvement*	**ACTIVITIES** *Initiatives planned to achieve the desired result*	**RESOURCES** *Materials/supplies, fiscal, and personnel needed to implement activities*	**TIMELINES** *Initial (beginning)* *Interim (formative)* *and* *Final (summative)* *for evaluation purposes*
District and campus improvement plans incorporate the need for accurate PEIMS reporting	District and campus improvement plans will indicate need and activities for correct PEIMS coding	Add this plan to the District Improvement Plan and the campus improvement plans for Huntington High School and the Pride campus	Assistant Superintendent Principals	Jan. 15, 2010 Sept. 24, 2010 Oct. 29, 2010
HISD withdrawal forms are regularly updated and reflect PEIMS Data Standards so that 100% of leavers are correctly coded in PEIMS	100% of leavers are correctly coded in PEIMS All forms are up-to-date	Run PEIMS software updates	Skyward District PEIMS Coordinator Business Manager	Jan. 4, 2010 Aug. 27, 2010 Oct. 29, 2010

DESIRED RESULT *Goal(s) that address each identified area of improvement, including necessary correction of noncompliance*	**MEASURABLE EVIDENCE OF CHANGE** *Qualitative and/or* *Quantitative measures of correction/ improvement*	**ACTIVITIES** *Initiatives planned to achieve the desired result*	**RESOURCES** *Materials/supplies, fiscal, and personnel needed to implement activities*	**TIMELINES** *Initial (beginning)* *Interim (formative)* *and* *Final (summative)* *for evaluation purposes*
Campus data is regularly monitored to ensure accuracy in coding so that 100% of leavers are correctly coded in PEIMS	100% of leavers will be correctly coded in PEIMS	Monitor campus data by running reports and cross-checking data manually Use HISD PEIMS software to conduct verifications and cross check data	PEIMS Coordinator Business Manager Skyward	June 18, 2010 July 30, 2010 Sept. 24, 2010
Provide HISD with an adequate number of data entry clerks for PEIMS so that 100% of leavers are correctly coded in PEIMS	Campuses indicate adequate staff 100% of leavers are correctly coded in PEIMS	Review campus staffing to determine if number of PEIMS data entry clerks is sufficient	Business Manager Principals	June 15, 2010 July 30, 2010 Sept. 24, 2010
Attend PEIMS training at ESC 7 so that 100% of leavers are correctly coded in PEIM	100% of leavers are correctly coded in PEIMS	Attends training at ESC 7 She then trains campus data entry clerks	PEIMS Coordinator Business Manager ESC 7 Funds for travel	March 17, 2010 June 18, 2010 Sept. 24, 2010
Provide PEIMS training for data entry clerks so that 100% of leavers are correctly coded in PEIMS	100% of leavers are correctly coded in PEIMS	Train the Data Entry Clerks	PEIMS Coordinator Principals Data Entry Clerks	April 16, 2010 July 30, 2010 Sept. 24, 2010

Follow-Up Activities *After the interim benchmark for evaluation, what will we do if the initial plan isn't working?*
The DVM Core Analysis Team will meet to review the implementation of the activities in order to determine what worked and what did not work Those activities that did not work will be revised or replaced with activities that overcome the barriers that kept pervious activities from being effective