Huntington Intermediate School Improvement Plan

2009-2010

Mission Statement

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

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

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
Ben Wilroy	Principal	N/A	
Susan Milam	Counselor	N/A	
Anne Thomas	Teacher	2009-2011	
Paula Capps	Teacher	2009-2011	
Teri Sorey	Teacher/GT	2009-2011	
Carrie Swann	Special Ed. Teacher	2009-2010	
Wayne Elledge	Business Member	2009-2010	
Karen Wells	Parent	2009-2010	
Beverly Havard	Community Member	2009-2010	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on October 8, 2009.

Participants in Attendance	Data Sources Examined
Ben Wilroy	*AEIS* *Federal Accountability Data for AYP* *TAKS Data--disaggregated* *District PEIMS reports* *PBMAS reports* *Campus Referral Data* *Parent, Community, Teacher, and /or Student surveys* *Student attendance data* *Benchmark testing data* *Referral percentages for students in Special Education* *Campus parent participation records* *Truancy data* *Teacher retention data*
Susan Milam	
Anne Thomas	
Paula Capps	
Teri Sorey	
Carrie Swann	
Wayne Elledge	
Karen Wells	

Comprehensive Needs Assessment:
Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	**Data Source**
Writing Grade 4	***State Accountability (AEIS)***
Math scores grades 4 and 5	***State Accountability (AEIS)***
At Risk scores in all tested subject areas – Grades 4 and 5	***AEIS, TAKS***
Counseling Program	***Parent, community, and student surveys; administration evaluations***
RTI Program Implementation	***TAKS***

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	87	57	92	88	86	89	n/a	83	100	55
Writing	81	0	67	82	79	83	30	75	n/a	43
Soc. Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	89	71	75	91	90	88	63	84	60	53
Science	88	57	67	91	86	90	67	83	n/a	70

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	95.6	94.5	96.3	95.1	96.8	94.2	93.3	94.4	97.3	94.9
2006-2007	95.4	96.1	96.0	95.3	95.3	95.4	93.9	94.7	98.0	94.6
2007-2008	95.5	96.1	95.8	95.2	95.3	95.2	92.2	--	97.2	96.7

Accountability Data
(Continued)

Highly Qualified Teacher Report

Campus	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Intermediate 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%
2009-2010 – 100%

Adequate Yearly Progress

2006-2007 – yes
2007-2008 – yes
2008-2009 – yes

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 Campus: 92,665.18

Total FTEs funded through SCE at this Campus: 2.5

The process to identify students at risk is: based on the recommendations of a student intervention team that meets on a regular basis to identify students in need of intervention and enter them into the appropriate campus based state compensatory education program.

The process to exit students from the SCE programs who no longer qualify is: Students are exited from the state compensatory education program when the committee determining the student can function successfully without the support of the compensatory program.

SCE Program Description: The Intermediate campus has a multi-tiered intervention program to meet the individual needs of students at-risk of failure. The intervention team meets to develop a plan for each student with his or her educational needs adhered on an individual basis. Each program is subject specific and meets federal and state mandates.

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 2007-2008 TAKS Pass Rates
Students At-Risk and All Students

Program Evaluation/Needs Assessment Grades K-12

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
All Students	84	90	87	93	87	85	89	87	77	77	91	88
Students At-Risk	36	67	63	77	58	58	73	66	67	77	72	71

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 I, Part C (Migrant)
Title II, Part A (TPTR)
Title II, Part D (Technology)
Title IV, Part A
Title VI, Part B Rural/Low Income
Carl Perkins
Title I, Part A, ARRA
Title II, Part D, ARRA
State Programs/Funding Source
Accelerated Reading Instruction Funds
State Compensatory Education
Dyslexia
Gifted/Talented
Special Education
Bilingual/ESL Program
Local Programs/Funding Source
Grants

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

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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
Lesson plans will reflect TEKS and TAKS alignment		Principals Teachers	Weekly	August - May	Lesson Plans	Principals will review lesson plans weekly.

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Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Involve teachers in academic assessment decisions	8	Principals	2 X Year	End of semester	Campus site based committee minutes	Review of minutes
Convene Grade Level and subject area meetings to align curriculum vertically and horizontally	4	Principal Teachers	Semester	August 2009 – May 2010	DMAC software Title I & IIA	Grade Level minutes
Integrate Math & Science within all core curriculum areas	4	Teachers	Weekly	August 2009 – May 2010	DMAC software Title I & IIA Other classroom resources	Principal will review weekly lesson plans
Enhance reading instruction through multimedia and research activities	2	Library Staff	Weekly	Sept. 2009 – May 2010	Region VII training Library Internet Multimedia	Improved benchmark scores

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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
Continue to create tests that align with curriculum and instruction	8	Principals Teachers	Monthly	January – May	DMAC Software Title I Title II A	Principals will review teachers tests monthly
Continuing use of DMAC software to analyze student performance	8	Principals Teachers	Monthly	August – May	DMAC Software Title I Title II A	Record of number of users by campus
Purchase Power Zone Learning Software	2	Principal Teachers	Monthly	August – May	Title I	TAKS scores Benchmark Scores
Incorporate Writing Academy Training for 4th grade	2					

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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 2: Use research based strategies for teaching and learning

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide staff development on use of DMAC to create aligned and benchmark tests **RR**	4, 8	Assistant Sup't	Monthly	August - May	Title I Title IIA	Staff development records

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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)
Schedule time for TAKS acceleration	2, 9	Principals Teachers	May	August - May	Title 1 OEY ARI/AMI	Copy of schedule Attendance sheets
Provide Extended Day Services	9	Principal Classroom Teachers	Monthly	August 2009 – May 2010	ARI/AMI	Benchmarks and teacher evaluations
Provide Walking to Read and Walking to Math small group instruction	9	Principal Classroom Teachers	Monthly	August 2009 – May 2010	Title I	SIT records, progress reports, and teacher evaluations

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Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Continue to Utilize Read 180	9	Principal Classroom Teachers	Monthly	August 2009 – May 2010	Title I	Staff development documentation, teacher evaluations, and Principal walk-throughs, SRI (scholastic Reading Inventory)
Provide tutoring during the school day	9	Principal Classroom Teachers	Monthly	August 2009 – May 2010	ARI/AMI	Teacher evaluations and attendance documentation
Schedule time at each campus for TAKS acceleration		Principals	May	Aug. - May	Title 1 OEY ARI/AMI	Copy of schedule Attendance sheets Test scores
Integrate DI teams into curriculum to promote higher level thinking skills	9	Parents	Sept. – May	Sept. 2009 – May 2010	DI Materials Student Made materials	# of teams involved

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Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide Student Tutoring services	9	Teachers	Weekly	August 2009 – May 2010	Title I & IIA	Teacher evaluations
HIS will update reading intervention programs	2	Principal Teachers	Weekly	August 2009 – May 2010	Dyslexia Program Reading 180 RTI Lab	Improved benchmark scores
Acquire Brain Pop Web Service to enhance and accelerate instruction	2	Principal Teachers	Weekly	August 2009 – May 2010	Brain Pop Website	Accelerate Bloom's for instruction
Purchase ARI/AMI tutorial supplies	2	Principal Teachers	Weekly	August 2009 – May 2010	Region IV Mentoring Minds Peoples Publishing	TAKS scores Benchmark Scores
Use CScope, a vertically and horizontally aligned curriculum.	2	Teachers	December	August – Dec.	Title IA Title IIA ARRA	ESC 7 contract

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 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 research based instructional strategies.	2	Teachers	Daily	August – May	Title IA Title IIA ARRA	Walk-through data
Survey teachers re what worked well and what needs changing		Assistant Sup't.	May 2009	May 2010	Title I Survey Monkey	Survey results

Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT – STUDENT ACHIEVEMENT
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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 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
Provide supplement staff development opportunities for staff to accelerate learning of at-risk students		Principal	May 2010	Aug. – May 2010	Title 1	Staff development documentation
Provide supplemental supplies and materials for at-risk students		Principal	May 2010	Aug. – May 2010	Title 1	Purchase orders

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
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 2010	August – May	Title IA Title IIA	Principal interview

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
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	Principals observation records
Continue to implement Read 180, Microsoft Office, Mimeo, Elmo-Camera Presenter Brain Pop	4	Principal Asst. Sup't	Monthly	August – May	Title I Title IIA Title IID Region VII Software consultants	Staff development records
Provide students with Internet Safety Awareness lessons	10	Librarian	Monthly	August 2009 – May 20010	Region VII training Internet Access	Class/Observation discussion Lesson plans
Provide wireless computer lab	10	Principal Teachers	Daily	August 2009 – May 20010	Wireless computer lab	Principal review of lesson plans
Purchase Weatherbug computer enhanced weather station	10	Principal Teachers	Monthly	November 2009 – May 2010	Student fundraiser	Lesson Plans Class discussion HISD website

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 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
Meet with parents to construct/update parent involvement policies and school-parent compacts		Principals	Sept 2008 May 2009	August 2009 June 2010	Time and place to meet with parents	Sign-in sheets Copies of policies and compacts
Attend Science Lab Safety course	10	Science Teachers	August – September	August 2009 – May 2010	Science Co-Op Region 7	Safety Test Observation of Safety Procedures

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
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
Increase parent involvement through Adopt-A-Family program	1	Staff	Annually	December	Student Families Local Businesses	# of families helped
Increase parent involvement through Christmas Program/Winter Festival	1	Staff	Annually	December	Staff Community Gym	Attendance
Continue Wellness Fun Run	1	PE Teachers	Weekly	August 2009 – May 2010	Students Gym	Competition Time Cards Feet # of laps
Increase parent involvement through Track & Field Day	1	Staff Community	Annually	May 2010	High School Track Students Community	Competition of students

Goal 4: SAFE AND DRUG FREE SCHOOLS – STUDENT ACHIEVEMENT
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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
Implement Star Student of the Week recognition	1	Staff Community	Weekly	October - May	Homeroom Teachers	Review program at end of year

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
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
Attend training in appropriate communication with students (CPI Verbal)	4	Principals Teachers	Monthly	December – February	CPI Trainer CPI Materials	Staff development documentation (sign-in sheets)
Assure safety of students through drills, locked doors, Teachers and Principal in halls, hall passes	10	Staff	Daily	August 2009 – May 2010	Video cameras, Campus Police	Principal observation, fire exit drill report forms
Survey Parents review of campus	1	Parents	Annually	Sept. 2009 – May 2010	Title I	Parent Feedback
Increase parent involvement through Awards Night celebration	6, 9	Staff	Annually	May 2010	Students Community Staff H.S. Audit.	Attendance # of awards given

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.

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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
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

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
Provide Accelerated Reader incentive celebration to increase student participation	9	Staff	Annually	May 2010	Library Students Community Staff	AR Points Attendance
Provide Reward Period for exceptional conduct/work habits in the reading curriculum	9, 10	Teachers	Weekly	August 2009 – May 2010	Concession Stand Gym Play Ground	Fewer office referrals, # of students attending
Continue UIL participation		Teachers	Weekly	Sept. – January	Students Teachers Parents	# of students receiving Medals
Continue Recycling Program	6	Angelina Beautiful Clean Campus Coordinator	August – May	August 2009 – May 2010	Angelina Beautiful Clean	Inspection by Angelina Chamber of Commerce

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: 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

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 parents and students with higher education information	6	Principal Counselor Teacher	Monthly	August 2009 – May 2010	Teachers College Websites College handbooks/magazines Community Parents Interest Inventory Hot Jobs Texas Workforce Solutions	Counselor activity reports Student Product
Provide Group/Individual Counseling; Anger Management	10	Principal Counselor	Semester	August 2009 – May 2010	Games Puzzles Behavioral contracts SOS! Sense of Self	Student academic performance, Lower discipline referrals
Take 5th Grade students field trip to Angelina College	9	Principal Counselor Teachers	Annual	May 2010	Angelina College Workforce & Technology (Tech Prep)	Student Observation & Participation
Conduct Student School Environment Survey	6	Principal Counselor	Oct. – May	May 2010		Results of survey

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
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
Contact parents regarding support services and acceleration opportunities available i.e., RTI, ARI/AMI, OEY	6	Principals Counselors	Each quad	August – May		Contact documentation