Huntington Independent School District Improvement Plan

2009-2010

Mission Statement

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

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Date of School Board Approval:
September 28, 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	Signature
1. Tessie Bass (2010)	Teacher	
2. Sheila Boyett (2012)	Community	
3. Judy Carrell (2011)	Business	
4. Helen Conner (2010)	Counselor	
5. Angela Duncan (2012)	Teacher	
6. Angela Haney (2010)	Teacher	
7. Becky Haverland (2010)	Teacher	
8. Pam Jacks (2012)	Teacher	
9. Brittney Johnson (2010)	Teacher	
10. Jacki Kopycinski (2010)	Teacher	
11. Sonia Modisette (2011)	Parent	
12. Julie Parker (2012)	Parent	
13. Laura Placker (2012)	Teacher	
14. Teri Sorey (2012)	Teacher	
15. Angela VanSchoubroek (2010)	Counselor	
16. Billie Wesley (2011)	Teacher	
17. Sheila West (2012)	Teacher	
18. Jennifer Williams (2010)	Administrator	
19. Ben Wilroy (2010)	Administrator	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on September 16, 2009.

Participants in Attendance	Data Sources Examined
Tessie Bass (2010)	**2009 TEA District Accountability Tables** • Disaggregated: TAKS Data, Completion Rate, Annual Dropout Rate **2009 AYP Report** • Disaggregated: Performance/Participation in ELA and Math assessments, Graduation Rates, • **Class of 2008 Class Completion Summary** **2007-2008 District Dropout Summary** **2007-2008 AEIS Report** • Disaggregated: TAKS data, Attendance Rate, Dropout Rate, Completion Rates, College Readiness Indicators, Advanced Course/Dual Enrollment Completion, RHSP/DAP Graduates, Higher Education Readiness Components, SAT results, College-Ready Graduates, Graduation Rates, Retention Rates, Staff Information **2009-2010 Goals from Team of 8 Training**
Angela Duncan (2012)	
Angela Haney (2010)	
Pam Jacks (2012)	
Brittney Johnson (2010)	
Jacki Kopycinski (2010)	
Laura Placker (2012)	
Teri Sorey (2012)	
Angela VanSchoubroek (2010)	
Sheila West (2012)	
Jennifer Williams (2010)	
Ben Wilroy (2010)	

Comprehensive Needs Assessment:
Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	**Data Source**
Instructional practices to promote achievement: math and science	2009 District Accountability Tables
Instructional practices to promote achievement: meet the needs of 1) students who are economically disadvantaged; 2) students who are at-risk	2009 District Accountability Tables
Instructional practices to promote achievement: extend Special Education Inclusion and increase TAKS pass rate of students receiving special education services	2009 District Accountability Tables
Instructional practices to promote achievement: continue to implement Response to Intervention Practices	2009 District Accountability Tables
Alignment of curriculum and instruction with assessment	2009 District Accountability Tables
Instructional practices to promote achievement: integration of technology;	2009 District Accountability Tables
Facilities	Report on construction given by Dr. Wright
Finance	Report on finance given by Dr. Wright

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	92	60	89	93	91	94	71	88	>99	82
Writing	89	*	78	89	85	92	*	86	*	67
Soc. Studies	94	*	85	95	95	93	83	88	*	88
Mathematics	84	79	63	85	84	83	67	78	67	59
Science	79	44	42	82	82	77	48	71	*	57

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	95.5	95.7	95.6	95.6	95.6	94.1	94.7	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

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

2003-2004 – Meets AYP
2004-2005 – Meets AYP
2005-2006 – Missed AYP due to Reading Performance
2006-2007 – Meets AYP
2007-2008 – Missed AYP due to Mathematics Performance
2008-2009 – Meet AYP

State Compensatory Education

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

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

Total SCE funds allotted to this District: $518,925

Total FTEs funded through SCE at this District: 14

The process to identify students at risk is: Counselors identify students at-risk per Education Code 29.081 (d) (see next page). This process is ongoing as student circumstances change and as grades and test scores become available. Principals ensure each identified student receives accelerated and/or compensatory educational services. Teachers are provided with information regarding students they teach who need of these services. Teachers use a three-tier response to intervention model RTI to meet needs of identified at-risk students. RTI procedures including reports, documentation and required meetings ensure that the progress of at-risk students is monitored regularly and consistently.

The process to exit students from the SCE program who no longer qualify is: RTI procedures including reports, documentation and required meetings are used to identify students who no longer qualify for SCE. Counselors and principals attend or receive reports from RTI meetings. They document when students no longer qualify.

SCE Program Description: Each campus provides comprehensive, intensive accelerated compensatory education with the goal of increasing academic achievement on state assessments and reducing the dropout rate. Instruction is offered during the school day, after school and during the summer. Additional staff is hired to provide math and reading interventions during the school day at HES and HIS. Other services include specialized software, computer-assisted instruction, and TAKS remediation. Dyslexia programs include Basic Language Skills and Read 180. Huntington Pride, an alternative school, meets the needs of at-risk high school students who need this option to ensure graduation.

State Compensatory Education
(Continued)

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

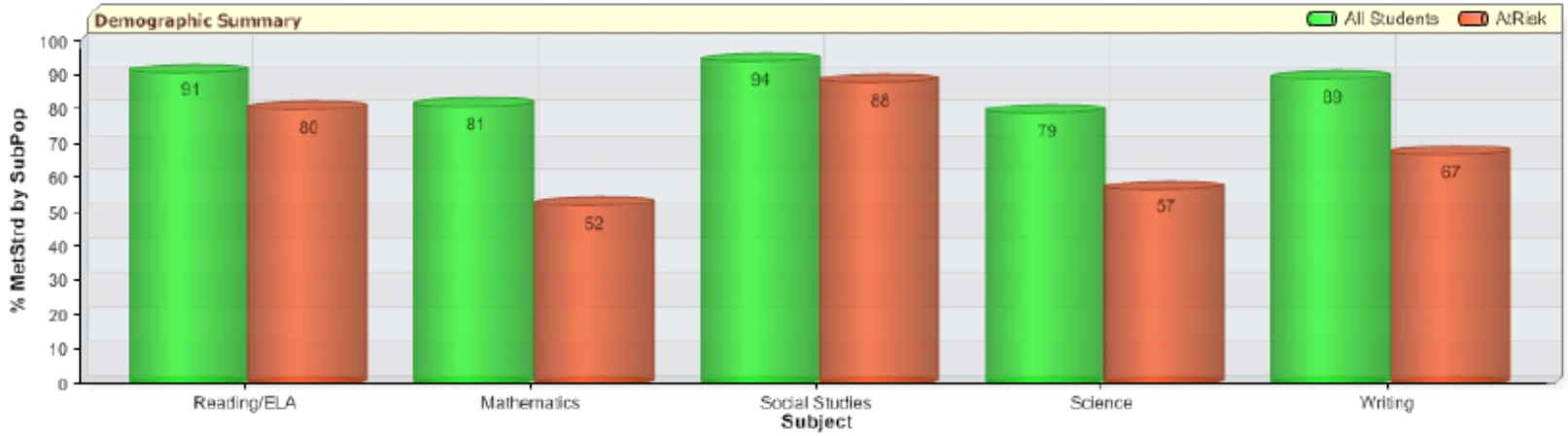
1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year 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
(Continued)
Accountability Data
(Continued)
Comparison of 2008-2009 TAKS Pass Rates
Students At-Risk and All Students

TAKS Demographic Summary
for HUNTINGTON ISD

Year: 2009 Language(s): English
Calculation Option: MetStrd Retests: First Administrations Source: Admin Test Version(s): TAKS
Grades: 03, 04, 05, 06, 07, 08, 09, 10, 11

	Reading/ELA			Mathematics			Social Studies			Science			Writing		
SubPopulation	Tested	MetStrd	MStd%	Tested	MetStrd	MStd%	Tested	MetStrd	MStd%	Tested	MetStrd	MStd%	Tested	MetStrd	MStd%
All Students	1072	977	91%	1068	867	81%	318	299	94%	442	347	79%	252	224	89%
AtRisk	356	285	80%	336	176	52%	154	135	88%	192	109	57%	55	37	67%



Program Evaluation/Needs Assessment Grades K-12

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	83%	85%	85%	93%	93%	93	90%	91%	91%	69%	80%	80	84%	93%	93%
Students At-Risk	63%	67%		83%	84%		79%	80%		45%	63%		73%	88%	

	Drop Out Data (Standard Accountability Indicator)			Completion Data (Rate I used for Standard Procedures)		
	2006	2007	2008	2006	2007	2008
All Students	.3%	0%	0%	93.7	96.3	94.8
Students At-Risk	.0%	0%	0%	91.0	94.7	90.9

Program Evaluation/Needs Assessment Grades K-12

Upon evaluation of the effectiveness of this program, the committee finds that the program is effective in improving student achievement in mathematics and reading and should be continued. The incorporation of technology is encouraged. The program has helped to decrease the number of dropouts.

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.

Federal Programs/Funding Source
Title 1, Part A; Title 1 Part A ARRA
Title II, Part A (TPTR)
Title II, Part D; Title II, Part D ARRA (Technology)
Title IV, Part A (Safe and Drug Free Schools)
Title VI, Part B (Rural and Low Income Schools)
Carl Perkins
Special Education, Special Education ARRA
State Programs/Funding Source
Accelerated Reading Instruction Funds
Career/Technology Education
High School Allotment
State Compensatory Education
Dyslexia
Gifted/Talented
Special Education
Bilingual/ESL Program
Life Skills Program for Student Parents
Local Programs/Funding Source
Region VII Technology Grant
Tobacco Grant

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.

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
Purchase software license and training materials for Power Walk Through		Assistant Sup't	September	July - August	Title I Title II Region VII Grant	Copies of POs
Train/Update Administrators to use PDAs and the Power Walk Through		Assistant Sup't	September	August	Title II	Walk Throughs documented on McREL website
Conduct walk-throughs. (50 min/day)	2	Superintendent Assistant Sup't Campus Admin.		August -May	Data Summary ://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

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.

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
Provide curriculum software that provides a vertically aligned curriculum with resources for instruction and assessment **RR**	2	Assistant Sup't	September	August	Title I A ARRA	Copy of PO
Provide training for use of curriculum software **RR**	4	Assistant Sup't	November	August - November	ESC 7	Sign-in sheets Training records

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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
Provide a vertically aligned curriculum **RR**	2	Assistant Sup't	December	August – May	CSCOPE Title IA Title IIA ARRA	ESC 7 contract
Provide staff development that focuses on the use of research based strategies **RR**	3, 4	Assistant Sup't Principals	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	Assistant Sup't Principals	Once per quad	August – May	McREL Power Walk-Through Title Funds	Meeting agenda
Teach a consistent academic vocabulary	2	Principals Teachers	daily	August – May	Title Funds Web resources	Review of lesson plans

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

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide staff development on use of DMAC to create aligned and benchmark tests and to disaggregate State and local data **RR**	4, 8	Assistant Sup't	Monthly	August - May	Title I Title IIA	Staff development records
Use Compass DMAC software to analyze student performance	8	Assistant Sup't. Principals Teachers	Monthly	August - May	Compass software Title 1 Title IIA	Record of number of users by campus
Review formative and summative test results with teachers	8	Principals	2 X Year	August - May	DMAC – TEKScore, State Assessment	Records of meetings

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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
Provide staff development on students' varied needs i.e., discipline, code of conduct, classroom management, special services, 504, dyslexia, GT	2, 4, 9	Assistant Sup't Principals Directors	Monthly	August – July	Title I Title IIA 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	Monthly	August – July	Title 1 Comp Ed funds ARI/AMI OEY	RTI records OEY records Inclusion records
Implement Inclusion in grades 2-10	2, 9	Director of Special Services, Principals	May	Sept. – May	Spec Ed	Teacher schedules Inclusion reports
Schedule time at each campus for TAKS acceleration	2, 9	Principals	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
Schedule time at each campus for TAKS acceleration	2, 9	Principals	May	Aug. - May	Title 1 OEY ARI/AMI	Copy of schedule Attendance sheets
Provide a vertically and horizontally aligned curriculum.	2	Assistant Sup't	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

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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	Assistant Sup't	December	Aug – Nov.	RTI handbook Computer Projector	List of training dates and persons in attendance
Review RTI implementation progress	9	Assistant Sup't Principals	May	August – May	Team Meeting Time	Team Meeting Agendas
Attend RTI related staff development	4, 9	Assistant Sup't Principals Teachers	May	August – May	Title IA Title IIA	Staff dev. Req.
Survey teachers re what worked well and what needs changing **RR**	1, 9	Assistant Sup't.	May	May	Title I Survey Monkey	Survey results
Add a behavior strand to RTI	2, 9	Assistant Sup't.	Dec. 2009 May 2009	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%.

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
Provide hands-on staff development to learn to use existing software (DMAC, A+ Learning Systems, Read 180, Microsoft Office) **RR**	4	Principals Assistant Sup't Teachers	Monthly	August - May	Title I Title IIA Title IID Region VII Software consultants	Staff development records
Align software/internet sites with curriculum.	2	Teachers	Weekly	August – May	Internet access Title IID	Principal review of lesson plans. Report on to HISD Board.

Goal 2: CURRICULUM, INSTRUCTION, ASSESSMENT – STUDENT ACHIEVEMENT
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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
Document technology being used	2, 9	Principals Assistant Sup't	June	daily	PDAs Power Walk-Through access	Walk-through report to board
Purchase needed technology **RR**		Technology Director Principals	June	August – May	Title IA Title IIA Title IID	POs
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	
Explore increase of bandwidth	2	Technology Director	Dec. 2009	Sept. – Dec.		Report of cost

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)
.
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
Provide staff development to enable completing requirements to become highly qualified (i.e., coursework, tests) **RR**	3, 4	Assistant Sup't Special Services Director Teachers	Monthly	August-May	Title IIA Special Ed. Release time	Check of certification progress on SBEC site
Pay for certification tests and certification of teachers asked to obtain additional certification **RR**	3	Assistant Sup't Special Services Director	2 X year	After tests are taken	Title IIA Special Ed.	Check of certification progress on SBEC site
Review salaries to ensure those of HISD are competitive. **RR**	5	Superintendent	2 X year	November, April	Salary schedules	Reports to district improvement committee
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

Goal 3: STAFF – STUDENT ACHIEVEMENT
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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
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
Post teacher vacancies on multiple web sites including the HISD web page **RR**	5	Superintendent	Monthly	August – July	Internet, HISD Web page	review of internet postings
Provide staff development for teaching students from the culture of poverty **RR**	2, 4, 9	Assistant Sup't	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
Provide training for mentors and novices **RR**	3, 4, 5	Assistant Sup't SFASU Region VII	Monthly	August-May	TxBESS materials	Sign-in sheets
Pay stipend to TxBESS mentors **RR**	3, 5	Assistant Sup't	May	August – May	Title IIA	Payment request
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)

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

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

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide teachers, principals and paraprofessionals access to high quality professional development – **RR**	3	Assistant Sup't Principals Teachers	Weekly	Year round	Title I Title IIA Title IID Region VII Professional Organizations	Review of staff development requests
Provide high quality staff development based on district needs to ensure students receive timely and appropriate instruction RR	3, 9	Principals	Monthly	August – May	Title 1 Title IIA Region VII	Review of staff development requests
Survey teachers regarding staff development needs		Assistant Sup't	May 2010	May	Title 1 Survey Monkey	Survey results
Provide a light meal during all day workshops to allow more training time (reduce need to travel to Lufkin for lunch). Obtain teacher input.		Assistant Sup't	July 2010	Year round	Title IA Title IIA Local	Training agenda
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.

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 employees and their families (spouses, preschool and school age children) free admission to school events. **RR**		Athletic Director Principals Teachers	Monthly	August – May	Employee pass	Principals' observations reported to Admin. Team and Campus Improvement Team
Stand in hallways and greet arriving students		Principals Teachers	Monthly	September – May	NA	Principals' observations
Provide homeless students with appropriate services	2	Principals	Monthly	August – May	Title 1	Review PEIMS records of enrolled homeless students
Document parent involvement activities	6	Principals	Monthly	August – September	Sign-in sheets Raptor	Report submitted to Assistant Sup't
Provide the elementary school information on ways to ease the transition of children from early childhood programs to elementary school	7	Assistant Sup't	Monthly	July –June	Title 1 publications	Review Administrative Team meeting agendas

Goal 4: SAFE AND DRUG FREE SCHOOLS – STUDENT ACHIEVEMENT
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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
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
Provide teachers with access to web page software (pbworks, Skyward) and training to use the software so that they can communicate with parents.	6	Assistant Sup't	Monthly	August – May	Title 1 DMAC	Review of up-to-date web pages
Create web pages for parent communication and information.	6	Assistant Sup't Principals Teachers Counselors	Each quad	September – May	Time Training	Review of posted sites

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
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		Superintendent 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 re 1) what school can do to help at-risk students 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 to inform parents 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
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
Provide counselors with staff development opportunities		Assistant Sup't Principals	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.		Assistant Sup't 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
Provide HHS and Pride with leadership and support to implement dual credit options	10	Superintendent Business Mngr Assistant Sup't	December May	July – June	High School Allotment Perkins CTE funds	Meeting agendas Sign-in sheets
Increase dual credit options and CTE courses offered by Angelina College.		Assistant Sup't 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

Goal 6: SCHOOL FINANCE
Begin building the fund balance to address campus improvements.

Objective: Increase fund balance to $2.7 million.

Summative Evaluation: three months operating revenue will be reserved as reflected in the end of the year financial audit.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Monitor the district fund balance		Superintendent Business Manager	Monthly	August - May		Monthly reports to school board

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