Huntington PRIDE School Improvement Plan

2009-2010

Mission Statement

The Mission of the Huntington PRIDE School is to provide an individualized program of educational opportunities for students who want to earn a high school diploma and become productive members of society. Students can realize success through computer assisted instruction, in-school work experience, job search training, and work experience

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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
Stephanie Havard	Parent	2009-2010 2010-2011	
Ann Womack	Community	2009-2010 2010-2011	
Harold Hill	Director	2009-2010 2010-2011	
Billie Wesley	Teacher	2009-2010 2010-2011	
Matt Ware	Teacher	2009-2010 2010-2011	
Sandy Adams	Teacher	2009-2010 2010-2011	
Kathy Poland	Assistant Director	2009-2010 2010-2011	
Carolyn Stanbery	Secretary	2009-2010 2010-2011	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on October 13, 2009.

Participants in Attendance	Data Sources Examined
Stephanie Havard	*AEIS* *TAKS Data--disaggregated* *District PEIMS reports* *Dropout and School Leaver data—disaggregated* *Parent, Community, Teacher, and /or Student surveys* *Student attendance data* *Benchmark testing data* *Campus parent participation record* *Graduation rate*
Ann Womack	
Harold Hill	
Matt Ware	
Billie Wesley	
Sandy Adams	
Carolyn Stanbery	
Kathy Poland	

Comprehensive Needs Assessment:
Summary of Findings

You may provide a chart or written summary of the findings from the data analysis, *i.e. Blank Elementary School has need for improvement in the areas of math, 3rd grade reading, 5th grade science, classroom discipline, and parental involvement.*
or choose to use something like the table below.

Prioritized Areas of Concern	
Areas of Concern	**Data Source**
TAKS Scores	***PRIDE TAKS Records***
Attendance	***PEIMS***
Parent Participation	***Parent and Teacher Compact***

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
(Using Standard Accountability Criteria)

2009 Data	All	AA	H	W	Male	Female	Sp. Ed.	Ec. Dis.	LEP	At-Risk
Reading/ELA	73%	*	*	64%	75%	71%	*	71%	*	73%
Soc. Studies	67%	*	*	55%	75%	57%	*	56%	*	67%
Mathematics	18%	*	*	15%	11%	25%	*	9%	*	18%
Science	21%	*	*	20%	29%	14%	*	13%	*	21%

TAKS
(Using AEA Procedures)

Data	ALL	AA	H	WHITE	Ec.Dis.	At-Risk
2009	79%	100%	79%	79%	66%	79%
2008	76%	-	57%	77%	72%	76%

Accountability Data
(Continued)

Completion Rate (Rate II AEA Indicator)

	All	AA	H	W	Econ. Dis.	At-Risk
Class of 2008	95.9	*	*	95.3	92.3	95.9
Class of 2007	90	*	*	90	88.9	90

Annual Dropout Rate (AEA Indicator)

	All	AA	H	W	Male	Female	Sp. Ed.	Ec. Dis.	LEP	At-Risk
2007-2008	**.7**	*****	**0**	**.8**	**1.3**	**0**	**0**	**0**	**-**	**.7**
2006-2007	**0**	*****	**0**	**0**	**0**	**0**	**0**	**0**	*****	**0**

Attendance Rate

	All	AA	H	W	Male	Female	Sp. Ed.	Ec. Dis.	LEP	At-Risk
2007-2008	93.2	*	*	93.8	92	94.7	93.8	92.8	-	93.2
2006-2007	93.2	*	*	93.1	92.9	93.5	91.9	91.4	*	93.2

Accountability Data
(Continued)

Highly Qualified Teacher Report

Teachers at Pride are “class monitors of computer aided instruction. Teachers who supervise self-paced, computer aided courses (such as credit recovery or other self-paced programs where students are receiving instruction in multiple courses in the same classroom) are considered monitors of the instruction provided by the computer-aided program and are not required to be NCLB highly qualified for the courses administered in the classroom.” (Page 12, Guidance for the Implementation of NCLB Highly Qualified Teacher Requirements, Division of NCLB Coordination, TEA, March 25, 2008)

In this document, RR refers to retention and recruitment strategies being used to ensure that 100% of teachers either are or become highly qualified and that all students receive instruction from highly qualified teachers.

Percent of Teachers Receiving High Quality Professional Development

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

Adequate Yearly Progress

2006-2007 - 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 District: 129,732

Total FTEs funded through SCE at this District: 3.5 FTE

The process to identify students at risk is: Director reviews student records at the time of enrollment and periodically to identify students who are at risk.

The process to exit students from the SCE program who no longer qualify is: Student records are regularly reviewed. Student records are changed as necessary to reflect at-risk status.

SCE Program Description: The mission of the PRIDE school is to meet the needs of at-risk students and to prevent dropouts. The campus uses a computer assisted, self-paced curriculum that meets students where they are academically. In addition, the school has a pregnancy and parenting program to assist students who are at-risk because they are parents.

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.

Program Evaluation/Needs Assessment
State Compensatory Education Program Accountability Data

TAKS Standard Accountability Criteria	Math % Met Standard		Reading/ELA % Met Standard		Science % Met Standard		Social Studies % Met Standard	
	2008	**2009**	**2008**	**2009**	**2008**	**2009**	**2008**	**2009**
All Students	13%	18%	40%	73%	27%	21%	67%	67%
Students At-Risk	13%	18%	40%	73%	27%	21%	67%	67%

TAKS AEA Procedures	% Met Standard	
	2008	**2009**
All Students	76%	79%
Students At-Risk	76%	79%

	Drop Out Data (Standard Accountability Indicator)		Completion Data (Rate I used for Standard Procedures)	
	2007	**2008**	**2007**	**2008**
All Students	0%	.7%	90%	95.9%
Students At-Risk	0%	.7%	90%	95.9%

Program Evaluation/Needs Assessment Grades 9-12

Upon evaluation of the effectiveness of this program, the committee finds that math and science need more attention.

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 I, Part A
Title II, Part A (TPTR)
Title II, Part D (Technology)
Title IV, Part A (Safe and Drug Free Schools)
Title VI, Part B (Rural and Low Income Schools)
Special Education
Title I, Part A, ARRA
Title II, Part D, ARRA
State Programs/Funding Source
Career/Technology Education
State Compensatory Education
Dyslexia
Special Education
Bilingual/ESL Program
Local Programs/Funding Source
Grants

Goal 1: 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
Use ALS Benchmark test to analysis student's performance	8	Director	Monthly	August – May	ALS program	Student progress

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Strategy 2: Use research based strategies for teaching and learning

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

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

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

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

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

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Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Use CScope, a vertically and horizontally aligned curriculum.	2	Teachers	December	August – Dec.	Title IA Title IIA ARRA	ESC 7 contract
Use research based instructional strategies.	2	Teachers	Daily	August – May	Title IA Title IIA ARRA	Walk-through data
Provide one-on-one instruction with technical resources to further enrich students' learning		Director/Staff	Monthly	August – May	Comp Ed	TAKS records

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Strategy 5: 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.

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Strategy 5: 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	
Provide ALS to broaden PRIDE curriculum; Span 1; Span 2; Art Appreciation; Health; Career and Technology and Life Fitness will be offered to enhance PRIDE graduation plan	PEP Grant	Director/Staff	Weekly	August – May	ALS curriculum	Review ALS lesson updates weekly
Purchase Mimio and Projector for TAKS Lab		Director	Monthly	August – May	Comp Ed	TAKS
Attend Technology Conference and Alternative Education Conference	Title 1	Director	Feb 2010	Feb 2010	Title 1	Integrate technology into the classroom

Goal 2: 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 2: 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

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Ensure continuing to improve teacher effectiveness and supporting the equitable distribution of qualified teachers across the state (ARRA)

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

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

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
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

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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 3: 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

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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
Create web pages for parent communication and information.	6	Principals Teachers Counselors	Each quad	September – May	Time Training	Review of posted sites

Goal 3: SAFE AND DRUG FREE SCHOOLS – STUDENT ACHIEVEMENT
All students will be educated in learning environments that are safe, drug free, and conducive to learning. (NCLB Goal 4) Expectations will be raised to build school pride and faculty-student relationships that foster an atmosphere of caring and high expectations.

Objective 1: By May 2010, a survey of students and parents' perception of expectations, caring, and involvement will indicate that staff demonstrates caring, and high expectations for student achievement and for parent involvement. The survey will indicate that students feel safe at school.

Summative Evaluation: A survey of students and parents' perception of expectations, caring, and involvement will indicate staff demonstrates caring, and high expectations for student achievement and for parent involvement. The survey will indicate that students feel safe at school.

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide parents with training to access their child's information on Skyward	6	Principals	August – Sept. 2010	August – Sept. 2010	Time Training Location	Copies of notices to parents, sign-in sheets, passwords distributed
Test for drugs		Nurses	Monthly	August – May	Title IV	Test results
Meet with parents to discuss policies and teacher-parent compacts	6 construct/update parent involvement	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 Parents-Meet-Teachers Night Parents can experience working with PRIDE'S curriculum on computer and demonstrations using Smart Boards		Director	Morning/Evening	Fall/Spring	PRIDE	Discussions and inputs from both teachers and parents

Goal 3: 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
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 3: 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 4: 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 4: COMPREHENSIVE GUIDANCE - STUDENT ACHIEVEMENT
All HISD Students will be provided with a comprehensive guidance program that includes career information on higher education opportunities, violence prevention, suicide prevention, prevention of drug and alcohol use, conflict resolution strategies, anti-bullying lessons, information on sexual harassment and physical or verbal aggression, and pregnancy related services. All students will graduate from high school (NCLB Goal 5) and will have a CATE certification and/or a minimum of 12 college hours.

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

Objective 3: Student Participation in Concurrent/ Dual Credit Courses will increase by 10% over the previous school year in order to meet the long-term goal of every student graduation with a CTE certification and/or a minimum of 12 college hours.

Summative Evaluation: Reports will indicate that 100% of 2009-2010 seniors graduated and had a CATE certification and/or a minimum of 12 college hours. Report of graduates will indicate a 10% increase in the number of students graduating with a certification and/or 12 or more college credits

Activity/Strategy	Title 1 Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Increase dual credit options and CTE courses offered by Angelina College.		HHS Principal CTE Counselor	May 2010	August – May	Meeting time	Records of course options added at HHS
Meet with parents of students to inform them about CTE certification programs and graduation requirements		HHS Principal CTE Counselor	May 2010	January – May	Time Brochures	Sign-in sheets Agendas Copies of mailings, brochures
Contact parents regarding support services and acceleration opportunities available i.e., RTI, ARI/AMI, OEY	6	Principals Counselors	Each quad	August – May		Contact documentation

Goal 4: 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

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