

Huntington Independent School District

Huntington Middle School

2018-2019 Campus Improvement Plan



Mission Statement

The mission of Huntington Middle School is to ensure quality foundational skills through excellent instruction in a positive learning environment for maximizing each student's potential.

Vision

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

- The demographics of Huntington ISD are relatively stable.
- Enrollment is relatively stable.
- The ESL population in HISD is relatively stable.
- Student mobility is a challenge as it affects learning.
- Families outside of Huntington ISD continue to seek to enroll their children in the District.
- Students who are economically disadvantaged and those who are at-risk are performing at a lower average than their peers.

HMS Student Demographics

		Male 196		Female 205		
Hispanic	Native American	Asian	African-American	Islander	White	2 or More Races
21	1	1	12	0	353	10
		At-Risk 187	Economically Disadvantaged 196	Title 1 398		
	CTE 77	G/T 27	Special Education 62	Dyslexia 32		
		Migrant 0	LEP 3	Bilingual 0		

Demographics Strengths

Strengths include:

- staff to student ratios promote student attention
- ability to easily transition in students from other Angelina County schools as these school use TEKs Resource System to align curriculum
- the county schools invested in the Neuhaus literacy program making transition easier

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically disadvantaged populations across grade levels 6 - 8 have reading passing rates of 63% for 2017.

Problem Statement 2: Economically disadvantaged students in the 7th grade have writing passing rates of 57% for 2017.

Problem Statement 3: Special Education populations at HMS have passing rates of 24% in reading and 52% in math.

Student Academic Achievement

Student Academic Achievement Summary

Huntington Middle School will focus on curriculum based assessments as a tool to track student progress in mastery of the grade level TEKS. The curriculum based assessments will be given at the conclusion of each 9 week grading period to provide teachers with relevant data to drive instruction. This focus will be directed through the use of evidence and research based instructional strategies and a vertically and horizontally aligned curriculum. Teachers will assess students with teacher developed unit tests to ensure mastery of the grade level standards at the conclusion of each instructional unit. Students will also use prescriptive reading and math programs to build basic skills that will allow more access for each student to the curriculum focusing on closing the gaps. Students at HMS are performing close to the state average in reading and math with reading being the lowest of the two areas. 72% of students at HMS achieved "Approaches Grade Level" in reading.

Student Academic Achievement Strengths

Students at HMS are provided with many resources to allow students to close learning gaps. Students utilize IXL in the math. The programs are made possible through students having 1 to 1 access to devices in each core area class. Students have access Edgenuity MyPath that prescribe activities to meet students at their current learning level move them to grade level and beyond. 83% of all students achieved a minimum of "Approaches Grade Level" in math.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 72% of all students at Huntington Middle School achieved "Approaches Grade Level" on their reading STAAR.

School Processes & Programs

School Processes & Programs Summary

Huntington Middle School uses a variety of strategies to recruit and retain high quality staff. Recruitment strategies include placement of interns and student teachers on the campus, a teacher induction program for new teachers, access to up-to-date technology and hardware, and payment of certain fees for adding certifications to meet campus needs.

Huntington Middle School believes that student success is measured in a variety of ways and student learning will be systematically measured and reported in multiple ways. Assessment will include traditional state required tests along with other oral and written processes and products. HMS will assure the effectiveness of our curriculum and instruction through curriculum based assessments. Academic planning will be based on relevant data, and instruction will be adjusted accordingly.

HMS has a vertically aligned curriculum and a variety of assessments to measure student progress. The challenge is to provide staff with time to study, understand and then implement the curriculum and assessment programs. HMS strives to use strategies that research has identified as effective and that result in maximizing student learning. The rigor of instruction is aligned with state standards. Teaching strategies are monitored by instructional leaders who continually observe classrooms and provide constructive feedback.

School Processes & Programs Strengths

- HMS provides professional development to keep staff up-to-date on ways to support student success in meeting readiness skills across all curricular aspects.
- HMS strives to hire fully certified and highly qualified teachers.
- HMS provides the TEKS Resource System which aligns curriculum with the state standards and across subject matter and grade level.
- HMS provides the DMAC resource which reports STAAR and EOC indicators including readiness and supporting standards for both state assessments and locally developed curriculum based assessments (CBAs).
- Assessment results are used to address individual student's instructional needs.
- Assessment results are used to modify instruction to increase effectiveness.
- Students in need of intervention are identified and served through campus RTI plans.
- All students are challenged through various settings, including but not limited to pull out classes, GT classes, and elective classes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: HMS staff needs more structured and guided time, focused on more rigorous and relevant instruction in order to streamline

assessment.

Problem Statement 2: Classroom instruction and student products will reflect relevance and rigor aligning with the evaluate, apply, and create levels of Bloom's Taxonomy.

Perceptions

Perceptions Summary

Huntington Middle School is a campus that values hard work and dedication to helping all students achieve high expectations and close learning gaps. The staff at HMS believes that all students can learn and are cognizant that every student has individual needs. HMS has a climate of respect for students and staff but struggle with student transition due to the increase of personal responsibility of secondary school. As a campus, HMS staff works to grow professionally and increase students progress to show continual growth. HMS has a population of students that struggle to complete and turn in classroom assignments.

Perceptions Strengths

Huntington Middle School exhibits the following strengths:

- Staff that works hard to ensure that all student achieve their highest potential.
- Families from outside the district seek to enroll their children at HMS through transfer.
- Parents are welcome on campus and are encouraged to participate in their child's education.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 1: All students will be taught by highly qualified teachers.


Evaluation Data Source(s) 1:

Documentation will indicate staff attendance at professional development designed to improve teaching and learning.

SBEC records will indicate teachers' credentials.

District Equity Plan will indicate that 100% of teachers are highly qualified.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) provide access to staff development to enable completing requirements to become highly qualified		Principal	Increase teacher quality Increased student achievement				
							

Goal 1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 2: Implement recruitment and retention strategies so that all teachers hired are highly qualified.

Evaluation Data Source(s) 2:

- Up-to-date salary schedule
- Documentation of job fair registration and attendance
- Documentation of teacher interns and student teachers' placement on the HMS campus
- Copies of job vacancy postings on various websites

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) 1) Novice teachers will be paired with experienced teacher and will go through PACT program		Assistant Superintendent	Increase teacher quality Increased student achievement				

Goal 1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 3: 100% of teachers and administrators will participate in high quality research based staff development during the school year based on district and student identified needs.


Evaluation Data Source(s) 3: Staff development reports will indicate that 100% of teachers and administrators attended high quality staff development provided by multiple sources and venues.

Staff registration records

Completion certificates will indicate participation in research based high quality staff development in face to face or distance learning settings.

Edivate documentation

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) 1) provide teachers and administrators with access to high quality staff development designed to improve teaching and learning		Assistant Superintendent	Increase teacher quality Increased student achievement				
2) Send designated staff to TCEA conference		Principal	Increase teacher quality Increased student achievement				
							

Goal 1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 4: HMS staff will routinely use instructional methods that promote the development of problem solving skills, a positive attitude, self-confidence, adaptability, team building, and a strong work ethic.

Evaluation Data Source(s) 4:

T-TESS documentation

Walk-through data will indicate the use of methods that promote problem solving, positive attitude, self-confidence, adaptability, team building, and a strong work ethic.


DMAC will be used to document evaluation data

DMAC reports will indicate number of walk throughs conducted

Use DMAC to disaggregate walk through data to determine instructional strategies used and the effects of those strategies.

Edivate will provide training for T-TESS dimensions as needed.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) explore authentic learning experience strategies		Principal	Increase teacher quality Increased student achievement				
							

Goal 1: Recruit, Support, and Retain Teachers and Principals


Performance Objective 5: Employ technology instructional specialists to assist staff with implementation and integration of online curriculum.

Evaluation Data Source(s) 5:

HISD employee records

Technology instructional specialist will provide staff development to learn to use HISD software.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) 1) HMS will provide access to educational resources including but not limited to: Edgenuity in core subject areas for teachers and students.	2.4, 2.6	Assistant Superintendent	Increased student achievement				
							

Goal 1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 6: All novice teachers will be mentored by experienced teachers and participate in the HISD new teacher induction program.

Evaluation Data Source(s) 6:

- List of novice teachers and mentors
- Training documentation and records-including but not limited to the PACT system
- Mentor's extra duty pay records

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Novice teachers will be paired with experienced teacher and will go through PACT program. Campus mentor teachers will work with new and "new to the campus" teachers</p>	2.4, 2.5	Principal	Increase teacher quality Increased student achievement				

Goal 1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 7: Provide non highly qualified teachers and paraprofessionals with appropriate assistance to meet highly qualified requirements.

Evaluation Data Source(s) 7:

- Payment records for expenses involving requirements to become highly qualified.
- Access to Master Teacher for completing highly qualified requirements
- Documentation provided by Master Teacher showing completion of requirements

Summative Evaluation 7:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) pay certification expenses including workshop fees and SBEC fees for professional teachers to become highly qualified		Assistant Superintendent	Increase teacher quality Increased student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> 2) 2) Pay certification expenses including workshop fees and SBEC fees for para-professionals to become highly qualified	2.4, 2.5, 2.6						

Goal 1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 8: Monitor class size to ensure staff to student ratios allow for student engagement.

Evaluation Data Source(s) 8:
Class enrollment records

Summative Evaluation 8:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Student to teacher ratio will be monitored to insure there is opportunity for student engagement for all students.		Principal	Increase teacher quality Increased student achievement				
							

Goal 1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 9: HMS will purchase technology as needed to integrate online curriculum and utilize technology based instructional supports.

Evaluation Data Source(s) 9: Purchase orders for purchased items.
 Technology inventories
 Walk-through data

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) HMS will continue to provide wireless internet access to students and staff.		Technology director Principal	Increase teacher quality Increased student achievement				
2) Purchase accelerated instruction programs including but not limited to Edgenuity			Increase teacher quality Increased student achievement				
							

Goal 2: Build a Foundation in Reading and Math







Performance Objective 1: HISD staff will:
Explore alternative methods of technology based instruction

Evaluation Data Source(s) 1:

- Lesson plans
- Contract payments
- E-Contract payments
- Walk through documentation
- T-TESS documentation
- Provide up-to-date technology that promotes this century skills
- Provide access to technology staff development that meets district and student needs.
- Provide WIFI to the Pride/McMullen Library
- Provide access to virtual courses, distance learning, and web-based learning
- Ensure up-to-date fire wall providing a safe online environment while allowing access to educational websites and online instructional content.
- Continue evaluation and survey conducted by Region 5

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) HMS will provide access to supplemental curriculum such as Edgenuity in subject areas for teachers and students.		Technology Director Principal	Increase teacher quality Increased student achievement				
2) Utilize software such as edgenuity, apple TV and IXL learning in order to enrich student learning			Increase teacher quality Increased student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> 3) Utilize alternative methods of instruction that include distance learning, virtual course offerings, and web-based instruction to meet the needs of all students	2.4, 2.5, 2.6	Principal	Increase teacher quality Increased student achievement				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) Continue the implementation of technology related strategies and the use of technology in the classroom through the district provision of devices and/or bring your own device.</p>	2.4, 2.5, 2.6	Principal	<p>Increase teacher quality Increased student achievement</p>				
<p>5) Purchase appropriate resources for accelerated learning.</p>	2.4, 2.5, 2.6	Principal	<p>Increase teacher quality Increased student achievement</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Build a Foundation in Reading and Math

Performance Objective 2: HMS student learning will be systematically measured through the use of traditional state required tests and through other methods including those that result in oral and written processes and products.

Evaluation Data Source(s) 2:

- Local CBAs
- TEKS resource system - TEKScore and TAG
- State Assessments
- RTI documentation
- Generate and apply DMAC data and reports
- Disaggregate student data and document how instruction was modified to increase effectiveness
- Lead4Ward reports, consultation, and guidance
- Lead4Ward resources used to plan and develop specific criteria for CBAs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) HMS will assess student performance using TEKS Resource System Unit assessments and required state assessments at a minimum of once every seven weeks.		Principal	Increase teacher quality Increased student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> 2) Use DMAC data and reports to disaggregate data.	2.4, 2.5, 2.6	Principal	Increase teacher quality Increased student achievement				


Goal 2: Build a Foundation in Reading and Math

Performance Objective 3: Implement authentic learning experiences to increase the depth and rigor of classroom instruction and projects that facilitate learning and assess student achievement and competence.

Evaluation Data Source(s) 3:

- Lesson Plans
- Walk through documentation
- T-TESS documentation
- Staff development records
- East Texas Consortium participation records
- Disaggregate student data and document how instruction was modified to increase effectiveness

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) HMS will develop a plan for implementation of student directed learning opportunities such as but not limited to: exploring authentic learning experience strategies		Principal	Increase teacher quality Increased student achievement				
							

Goal 2: Build a Foundation in Reading and Math

Performance Objective 4: Principals will conduct routine classroom observations with a focus on increased rigor and depth of instruction. Purchase software that supports all aspects of classroom evaluations.

Evaluation Data Source(s) 4:

Principal feedback documentation

Walk-through documentation

T-TESS documentation

T-TESS reports in DMAC

Review walk-through data to determine use of evidence based strategies and technology used by teachers and students

Reflect on walk-through data and consider campus achievements and needs

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Provide guidelines for number of walk-throughs.		Principal	Increase teacher quality Increased student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> 2) Provide new teaching staff with an orientation to the Walk-Through process	2.4, 2.5, 2.6	Principal Assistant Principal	Increase teacher quality Increased student achievement				

Goal 2: Build a Foundation in Reading and Math


Performance Objective 5: TEKS Resource system will be used by all core course staff focusing attention to:

1. Scope and Sequence
2. Year at a Glance
3. TEKS Verification Guide Document
4. Vertical Alignment Document

Evaluation Data Source(s) 5:

- Lesson Plans
- CBA assessment data
- Walk-through documentation
- T-TESS documentation
- TEKS resource system reports
- DMAC - TAG and TEKScore

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) HMS core course teachers will use the YAG, VAD, IFD and TVG along with TEKS resource system, as a guide for sequencing curriculum.		Teachers, Principal	Increase teacher quality Increased student achievement				
							


Goal 2: Build a Foundation in Reading and Math

Performance Objective 6: Teachers will meet in vertical teams, including across grade levels and within content areas, for curriculum planning.

Evaluation Data Source(s) 6:

- Calendars reflecting meeting
- Agendas
- Meeting Notes

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) HMS core course teachers will use the YAG, VAD and IFD as a guide for sequencing curriculum.		Principal/Teachers	Increase teacher quality Increased student achievement				
							

Goal 2: Build a Foundation in Reading and Math

Performance Objective 7: HMS will have a research based plan for writing across the curriculum that reflects the TEKS and the state writing rubrics

Evaluation Data Source(s) 7: Provide access to staff development and evidence based resources for teaching writing across the curriculum.

- Staff development records
- Walk-through documentation
- T-TESS documentation

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) 50% of CBAs given at HMS will include a written response.		Principal Teachers	Increase teacher quality Increased student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> 2) HMS will provide students with a writing rubric that will be used to assess writing across content areas.	2.4, 2.5, 2.6	Principal Teachers	Increase teacher quality Increased student achievement				

Goal 2: Build a Foundation in Reading and Math







Performance Objective 8: 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.

Provide teachers of all ESL students with staff development to provide ELPS based instruction.

Evaluation Data Source(s) 8:

- Staff development records
- LPAC minutes/reports
- TELPAS reports

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) Provide teachers of all ESL students with staff development including but not limited to ELPS based instruction.</p>	2.4, 2.5, 2.6	Principal, ESL Teachers, Counselor	Increase teacher quality Increased student achievement				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Build a Foundation in Reading and Math

Performance Objective 9: HMS will provide the necessary student general supplies to readily access the curriculum in reading and math.

Evaluation Data Source(s) 9: Purchase orders for student general supplies.

Grade level student supply lists.

Lesson plans reflecting the use of purchased supplies.

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1)) Huntington Middle School will provide each student with a notebook in necessary core classes for documentation and note taking.		classroom teacher, Principal	Increase teacher quality Increased student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> 2) H.M.S. will provide students with classroom supplies.	2.4, 2.5, 2.6	Classroom teacher, Principal	Increase teacher quality Increased student achievement				

Goal 3: Connect High School to Career and College

Performance Objective 1: HMS will provide students with career education that includes development of knowledge, skills, and competencies needed for a broad range of career opportunities.

Evaluation Data Source(s) 1:

- Master schedule
- Counselor guidance documentation
- Lesson plans
- COPSystem Student Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Provide students with materials needed to educate and peak interest in post secondary college/career planning through the Exploring Careers classroom.		Principal	Increase teacher quality Increased student achievement				

Goal 3: Connect High School to Career and College

Performance Objective 2: Provide students with a comprehensive guidance program that includes a focus on college and career readiness.

Evaluation Data Source(s) 2:

Counselor documentation

Professional development documentation

DMAC - PGP documentation

Provide a district testing coordinator to assist with all areas of testing.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Educate students, teachers, counselors, and parents about higher education admissions and financial aid opportunities, TEXAS grant program and Teach for Texas grant program		Counselor	Increase teacher quality Increased student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> 2) HMS conducts Caps, Cops and Copes	2.4, 2.5, 2.6	Counselor	Increase teacher quality Increased student achievement				

Goal 3: Connect High School to Career and College

Performance Objective 3: HISD ensures every student meets high standards, attains proficiency, and graduates college or career ready.

Evaluation Data Source(s) 3: Data will reflect that at-risk, RTI, dyslexia, 504 and special education populations are provided with appropriate instruction and interventions to achieve their potential.
 Provide access to DMAC PGP for counselors to complete personal graduation plans.
 Purchase appropriate resources for accelerated learning.
 RTI plans

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Provide access to staff development on students varied needs i.e., discipline, code of conduct, classroom management, special services, 504, dyslexia, GT.		Principal	Increase teacher quality Increased student achievement				


Goal 4: Improving Low-Performing Schools

Performance Objective 1: Students who are not achieving their full potential, including those who are at-risk and economically disadvantaged, will be provided with timely and appropriate instruction and interventions to help them meet their potential.

Evaluation Data Source(s) 1:

Local CBAs
 State assessments
 RTI documentation
 DMAC - personal graduation plan
 Staff development documentation
 Payment to tutors if needed

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Staff will receive training in order to provide appropriate services and accelerated instruction for students in RTI, Dyslexia, 504 and Special Education.		Principal, Teachers	Increase teacher quality Increased student achievement				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 2) Provide research based instructional materials for classroom instruction and acceleration.	2.4, 2.5, 2.6	Principal, Teachers	Increase teacher quality Increased student achievement				
							

Goal 5: Parent Involvement

Performance Objective 1: HMS will implement a variety of strategies to provide for meaningful parent involvement.

Evaluation Data Source(s) 1:

Social media communication

Website communication

Campus documentation

Sign-in Sheets

Calendar of Events conducted

Parent Compacts

Parent/School communication - notes, phone calls, meetings

Provide campuses with information needed for constructing/updating parent involvement policies

Provide campuses with information needed for constructing/updating school/parent/student compacts

Provide campuses with information needed for Title 1 meetings

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Continue to implement and enhance the use of Facebook, Twitter, Remind 101, Instagram and the District Website.</p>	2.4, 2.5, 2.6, 3.1	Principal, Teachers	Increased parent involvement Increase communication with parents Increase student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Provide parents with training to access their child's information on Skyward.</p>	2.4, 2.5, 2.6, 3.1	Principal, Teachers	Increased parent involvement Increase communication with parents Increase student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Meet with parents to construct/update parent involvement policies.</p>	2.4, 2.5, 2.6, 3.1	Principal	Increased parent involvement Increase communication with parents Increase student achievement				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 5: Parent Involvement

Performance Objective 2: Continue to provide WIFI to the Pride/McMullen Library

Evaluation Data Source(s) 2:

Contract between HISD and McMullen Library
Evidence that WIFI is used

Summative Evaluation 2:

Goal 6: Safe, Drug Free Learning Environment

Performance Objective 1: Guidance programs that includes strategies to stop bullying.

Evaluation Data Source(s) 1:

Calendar of events
Counselor end of year reports will indicate implementation of a comprehensive guidance program that includes strategies to stop bullying.
Staff development for counselors and principals
Budget expenditures

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) HMS will provide a Cyber-Bullying curriculum to students enrolled		Teacher, Asst. Principal	Safe environment conducive to learning resulting in student achievement Increased student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> 2) Technology Applications as well as NetSmartz online internet safety program.	2.4, 2.5, 2.6	Teacher, Asst. Principal	Safe environment conducive to learning resulting in student achievement Increased student achievement				

Goal 6: Safe, Drug Free Learning Environment

Performance Objective 2: Provide students with information and lessons related to safe and drug free schools, conflict resolution, preventing dating violence, suicide prevention, and legal issues related to communication devices and sites.


Evaluation Data Source(s) 2: Calendar of events

Counselor end of year reports will indicate implementation of a comprehensive guidance program that includes strategies to stop bullying.

Staff development for counselors and principals

Budget expenditures

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Technology Applications including but not limited to Netsmartz on line internet safety program	2.4, 2.5, 2.6	Teacher, Asst, Principal, and Principal	Safe environment conducive to learning resulting in student achievement Increased student achievement				
							


Goal 6: Safe, Drug Free Learning Environment

Performance Objective 3: HISD students will maintain an attendance rate of 96% or higher.

Evaluation Data Source(s) 3:

- Attendance records
- Short term attendance incentives

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) The automated call system will be used daily to inform parents of student absences		Asst. Principal, SRO	Safe environment conducive to learning resulting in student achievement Increased student achievement				
							

Goal 6: Safe, Drug Free Learning Environment

Performance Objective 4: Homeless and foster students will be identified and provided appropriate services.

Evaluation Data Source(s) 4:

Student Residency Questionnaire

Documentation provided by parents, guardian, and/or student

Documentation provided by governmental and/or student advocacy agencies

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Identify students that may be homeless.		Principal, Counselor	Safe environment conducive to learning resulting in student achievement Increased student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> 2) Provide school supply and necessities as needed.	2.4, 2.5, 2.6	Principal, Counselor	Safe environment conducive to learning resulting in student achievement Increased student achievement				

Goal 6: Safe, Drug Free Learning Environment

Performance Objective 5: Provide staff for ISS.

Evaluation Data Source(s) 5:

Staffing records will indicate appropriate staffing for ISS

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Provide staff and supplies for ISS and DAEP		Principal, Superintendent Special Education Director	Safe environment conducive to learning resulting in student achievement Increased student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> 2) Maintain a team of professional personnel who are trained online in Texas Behavior Support Initiative.	2.4, 2.5, 2.6	Principal, Superintendent Special Education Director	Safe environment conducive to learning resulting in student achievement Increased student achievement				


Goal 6: Safe, Drug Free Learning Environment

Performance Objective 6: HMS will have a core team that has up-to-date Texas Behavior Support Initiative (TBSI) training for promoting Positive Behavior Interventions and Supports (PBSI).

Evaluation Data Source(s) 6:

Training records indicate participation in TBSI and PBIS

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1)) Maintain a team of professional personnel who are trained online in Texas Behavior Support Initiative.		special Education Director and Principal	Safe environment conducive to learning resulting in student achievement Increased student achievement				
							


Goal 6: Safe, Drug Free Learning Environment

Performance Objective 7: Increase staff awareness and recognition of issues of maltreatment and sexual abuse of children.

Evaluation Data Source(s) 7:

Professional development documentation

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Huntington Middle School will be involved in the review and update of the district coordinated school health plan.		Principal	Safe environment conducive to learning resulting in student achievement Increased student achievement				
							

Goal 6: Safe, Drug Free Learning Environment

Performance Objective 8: Internet Safety

Evaluation Data Source(s) 8:

Firewall Protection

Website access monitoring

Provide students with access to an internet safety course

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) HMS will provide a Cyber-Bullying curriculum to students.		Principal/ Teacher	Safe environment conducive to learning resulting in student achievement Increased student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> 2) Technology Applications as well as NetSmartz online internet safety program.	2.4, 2.5, 2.6						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> 3) HMS students will attend assemblies provided by HISD that educate students on the dangers of "sexting".	2.4, 2.5, 2.6						


Goal 6: Safe, Drug Free Learning Environment

Performance Objective 9: Continue funding for Student Resource Officers

Evaluation Data Source(s) 9:

Employment records

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Budget for School Resource Officer		Superintendent, Principal	Safe environment conducive to learning resulting in student achievement Increased student achievement				
							

State Compensatory

Budget for Huntington Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6119 04 041 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$122,200.00
199 E 11 6129 04 041 0 24 000	6129 Salaries or Wages for Support Personnel	\$21,700.00
199 E 11 6141 04 041 0 24 000	6141 Social Security/Medicare	\$2,087.00
199 E 11 6142 04 041 0 24 000	6142 Group Health and Life Insurance	\$8,132.00
199 E 11 6144 04 041 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$10,515.00
199 E 11 6146 04 041 0 24 000	6146 Teacher Retirement/TRS Care	\$3,517.00
6100 Subtotal:		\$168,151.00
6200 Professional and Contracted Services		
199 E 11 6249 04 041 0 24 000	6249 Contracted Maintenance & Repair	\$2,100.00
6200 Subtotal:		\$2,100.00
6300 Supplies and Services		
199 E 11 6399 04 041 0 24 000	6399 General Supplies	\$2,000.00
6300 Subtotal:		\$2,000.00

Personnel for Huntington Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christy Hall	Aide	Content Mastery	1.0
Cody Andrews	Teacher	Content Mastery	1.0
Erin Wallace	Teacher	Reading Intervention	1.0
Kris Whisenant	Teacher	Math Intervention	1.0
Shanna Johnson	Aide	ISS	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Action Team

Committee Role	Name	Position
Administrator	Will Bosley	Principal
Administrator	Janice Davis	Asst. Principal
Classroom Teacher	Crystal Holiday	6th grade Math
Classroom Teacher	Melissa Speight	7th grade Inclusion
Classroom Teacher	Chris Adams	8th grade ELA
District-level Professional	Molly Stringer	Special Services Director
Classroom Teacher	Kris Whisenant	Math Intervention
Classroom Teacher	Brittany Conn	6th Grade Special Education
Classroom Teacher	Madisyn Berry	Art
Classroom Teacher	Grace Jones	7th Grade Writing
Classroom Teacher	Michelle French	8th Grade Math
Classroom Teacher	Jill Saenz	6th Grade ELA
Business Representative	Brandon Holiday	Small business owner
Parent	Britani Bryan	Parent