

Huntington Independent School District
Huntington Elementary
2018-2019 Campus Improvement Plan



Mission Statement

The mission of Huntington Elementary School is to provide a safe and conducive climate for learning by nurturing the intellectual, emotional, social, and physical growth of all children. Our responsibility as educators, parents, community members, and citizens, working together, is to provide an enhanced and well-balanced educational program so that ALL students may realize their full learning potential and prepare for productive lives.

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

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Comprehensive Needs Assessment

Revised/Approved: August 29, 2018

Demographics

Demographics Summary

Based on the 2018 Accountability Summary

Campus Size 518

Percent Economically Disadvantaged 64.1%

Percent ELL 1.35%

Percent Served by Special Education 5.98%

Demographics Strengths

Assist ESL students who struggle with passing State exams

Monitor staff to student ratios to ensure students remain engaged in instruction

Problem Statements Identifying Demographics Needs

Problem Statement 1: In 2018, the economically disadvantaged population achieved 29% on the Reading STAAR and 22% on the Math STAAR at the Meets or Above rate. By the end of 2019 students will meet state targets of 33% Meets or Above on the Reading and 36% Meets or Above on the Math STAAR assessments. **Root Cause:** A large number of students are reading below grade level and a lack of effective instructional strategies related to reading and problem solving are contributing factors to students not achieving state targets. Grading expectations have not reflected true student performance resulting in non-actionable data.

Student Academic Achievement

Student Academic Achievement Summary

Met Standard Campus Score - 61

Student Achievement - 72

Academic Growth - 74

Closing Gaps - 30

Student Academic Achievement Strengths

HES Achieved Campus goal in Student Achievement

HES successfully implements a PHonic Based Program for all Students

Student learning is accelerated by the use of TEKS Resource Systems

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In 2018 HES received a campus score of 30 on Closing Gaps receiving an Improvement Required rating. By the end of 2019 students will meet state targets of 33% Meets or Above on the Reading and 36% Meets or Above on the Math STAAR assessments. **Root Cause:** A need to align academic vocabulary, instructional strategies, and expectations for grade levels. Use of curriculum based assessments to affect instructional will address grouping and intervention through actionable data.

School Processes & Programs

School Processes & Programs Summary

Huntington Elementary School has a variety of programs and resources to assist with student success.

TEKS Resource System DMAC

Lead4Ward Academic Vocabulary and Released Test Data

Renaissance STAR Reading and Math

TPRI (Texas Primary Reading Inventory) Kindergarten and First Grade

MyOn

Dreambox

Literably

Pearson

Learning.com

Accelerated Reader

Neuhaus (Language Enrichment and Reading Readiness)

Spelling City

School Processes & Programs Strengths

Continued Professional Development by Neuhaus Education Centers strengths our phonics-based instructional process that aligns strategies and grade levels. Professional Development for Reading, Math, and Writing provided by Forde-Ferrier instructed teachers with strategies for student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Vertical teaming and data evidence (walkthroughs) supports a need for aligning academic vocabulary and instructional strategies. Lesson plans did not allow for specific alignment data. **Root Cause:** No vertical or horizontal alignment that aligned strategies and expectations from year to year.

Perceptions

Perceptions Summary

H.E.S. is committed to providing students with a safe and educational environment that is conducive to learning and high expectations.

This year we are implementing HES S.P.I.R.I.T

Students having a P attitude Investing in their education, Respecting others, using their Imagination, and are part of our Team

At HES, we are committed to seeing all students achieve their individual full potential. We have high expectations for students, parents and our staff. We will use positive incentives through our S.P.I.R.I.T program to promote and celebrate student successes. HES will monitor, through data sources such as DMAC, our students to close our gaps.

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 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

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic math assessment data
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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 department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Teachers at HES will meet all requirements to be highly qualified and certified in all core subject areas.	Assistant Superintendent, Principal	Teacher Certification records				

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 HISD campuses
- Copies of job vacancy postings on various websites

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Attend university job fairs to recruit highly qualified teacher candidates.	Principal	Documentation of job fair registration and attendance.				
2) Collaborate with universities to place student teachers at H.E.S.	Principals	Documentation of Student Teacher placements.				

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Attend high quality professional development	Principals, Teachers	Review of staff development request				
2) Provide high quality staff development based on campus needs to ensure students receive timely and appropriate instruction	Principals	Review of staff development request				
3) Attend staff development that focuses on the use of research based strategies	Assistant Supt., Principal, Teachers	Staff development requests and records				
4) Provide early literacy / best reading strategies training for PreK - 3 teachers	Principal, Assistant Principal	Training records and agendas				
5) Provide problem solving / best math practices training for PreK - 3 teachers	Principal, Assistant Principa	Training records and agendas				
6) Approve staff development plan	Site Based Committee	DWEIC and CLIC minutes				
7) Administrators and faculty will attend all available staff development to prepare for state standards for all subjects and grade levels.	Principal	Staff development records indicate attendance at all available state curriculum workshops.				
						

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

Performance Objective 4: HISD 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Conduct PreK - 3 grade level team meetings weekly to focus on curriculum and instructional issues.	Principal, Ass't Principal, Lead Teachers	Minutes from Team Meetings				
2) Plan lessons that use research based strategies.	Principal, Teachers	Lesson Plans				
3) Provide team building for all HES staff.	Principal, Assistant Principal	Documentation of team building activities				
4) Teach a consistent academic vocabulary.	Principal, Teachers	Review of Lesson Plans, Walkthrough observations				
5) Provide tools for academic planning.	Principal, Teachers	Completed Planners				
						

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Provide staff with local access to technology staff development through the hiring of an Instructional Technology Specialist .	Principal, Asst. Supt.	Report of technology staff development records.				

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Assign mentors for novice teachers	Principal and Asst. Supt	Increase teacher quality Increased student achievement				
2) Provide PACT training for mentors and novice teachers	Principal and Asst. Asupt	Increase teacher quality Increased student achievement				
3) Provide mentors with extra duty pay for mentoring	Principal and Asst. Asupt	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	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 and Asst. Asupt	Increase teacher quality Increased student achievement				
2) Pay for certification tests and certification of teachers asked to obtain additional certifications	Principal and Asst. Asupt	Increase teacher quality Increased student achievement				
3) Pay certification expenses including workshop fees and SBEC fees for paraprofessionals to become highly qualified	Principal and Asst. Asupt	Principal and Asst. Asupt Increase teacher quality Increased student achievement				
						

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

Performance Objective 8: Provide a light lunch meal during all day workshops to allow more training time.

Evaluation Data Source(s) 8: Staff Development Records
Purchase Orders

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Light lunch as needed to allow for increased time during professional development sessions.	Principal	Increased teacher quality Increased student achievement				

Goal 2: Build a Foundation in Reading and Math

Performance Objective 1: HES staff will:


1. Explore alternative methods of technology-based instruction
2. Continue the implementation of technology related strategies and the use of technology in the classroom. Purchase new technology as needed.

Evaluation Data Source(s) 1:

Lesson plans
 Contract payments
 E-Contract payments-Educational Service Center
 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.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Continue to update technology on campus as needed to implement teks and improve instruction.	Principal and technology department	Increase teacher quality Increased student achievement				
2) Send designated teachers to TCEA conference.	Principal and Instructional technology specialist.	Increase teacher quality Increased student achievement				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 2: Build a Foundation in Reading and Math


Performance Objective 2: HES 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Teachers will use release questions from Lead4ward, released test, and content to assess objectives covered every 9 weeks. Reports from DMAC will monitor student growth and provide feedback.	Principal, Assistant Principal, Teachers	Increased Student Achievement				
2) Teachers will focus economically disadvantaged as well as all pertinent sub-population groups using campus and district data tools including DMAC and Data Sheets. Training provided when needed.	Principal, Assistant Principal, Teachers	Increased Student Achievement				



Goal 2: Build a Foundation in Reading and Math

Performance Objective 3: Purchase technology as needed and replace obsolete and broken equipment as needed to support authentic learning experiences in class.

Evaluation Data Source(s) 3: Lesson Plans
Purchase Orders

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Purchase new technology as needed and replace obsolete and broken equipment as needed.	Technology Director, Principal	Increased student engagement				

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Reflect on walk-through data and consider campus achievements and needs	Principal, Ass't Principal	Increased student achievement				
2) Use form-works in the T-TTESS section of DMAC to conduct teacher walkthroughs.	Principal, Ass't Principal	Increased Teacher Effectiveness				
3) Review walk-through data to determine research based strategies used.	Principal, Ass't Principal	Increased Student Achievement and Teacher Reflection				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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. Instructional Focus 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) TEKS Resource System will be used by all core course staff all year with attention to scope and sequence (YAG, VAD, IFD)	Principal, Ass't Principal, Teachers	Walk through data will indicate appropriate use of TEKS Resource.				
2) Use TEKS Resource System "YAG" and "IFD" to align curriculum in core subject areas.	Principal, Ass't Principal, Teachers	Lesson plans and TEKS Resource System scope and sequence or grade level submitted and approved scope and sequence				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 2: Build a Foundation in Reading and Math

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

Evaluation Data Source(s) 6:

- Calendars reflecting meeting
- Agendas
- Meeting Notes

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Conduct PreK - 3 grade level team meetings weekly to focus on the curriculum, instructional issues and effective transition strategies.	Principal, Ass't Principal, Lead Teachers	Minutes from Team Meetings				
2) Plan lessons that use research based strategies.	Principal, Teachers	Lesson Plans				
3) Provide team building for all HES staff.	Principal, Assistant Principal	Documentation of team building activities				
4) Teach a consistent academic vocabulary.	Principal, Teachers	Review of Lesson Plans, Walkthrough observations				
5) Provide tools for academic planning.	Principal, Teachers	Completed Planners				
						

Goal 2: Build a Foundation in Reading and Math







Performance Objective 7: HES 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Implement the writing component of Neuhaus to create a record of students writing skills and development.	Principal, Ass't Principal, Teachers	Increased Student Achievement				
2) Teachers will use the writing TEKS and state rubrics when assessing writing in all core areas.	Principal, Ass't Principal, Teachers	Increased Student Achievement				
3) Implement writing resources to support the writing curriculum and writing TEKS.	Principal, Assistant Principal	Increased Student Achievement				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Build a Foundation in Reading and Math

Performance Objective 8: Provide hands-on staff development to learn to use HISD software (e.g., DMAC, Google, Renaissance Learning, Istation, STAAR Math, Adopted Curriculum Software

Evaluation Data Source(s) 8: Training Rosters

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Attend district and campus led staff development for better teacher understanding of programs.	Principal, Ass't Principal, Technology Staff	Increased student Achievement				
2) Attend online professional development.	Principal, Ass't Principal, Teachers	Increased Student Achievement				

Goal 2: Build a Foundation in Reading and Math

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

Evaluation Data Source(s) 9: Purchase Orders
 Student Supplies Lists
 Lesson Plans

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Will provide student supplies.	Principal, Ass't Principal	Increased Student Engagement				

Goal 2: Build a Foundation in Reading and Math

Performance Objective 10: HES will utilize Forde-Ferrier, Neuhaus, and Academies strategies/resources to support reading, math, and writing TEKS.


Evaluation Data Source(s) 10: Lesson Plans

Walkthrough Data

TTESS

Staff Development Records

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Utilize Forde-Ferrier Math, Reading and Writing Workbooks to increase student rigor and instructional pacing.	Principal, Assistant Principal, Teachers	CBA Data				
2) Utilize Neuhaus strategies and training to ensure vertical and horizontal instructional alignment.	Principal, Assistant Principal, Teachers	CBA Data				
3) Send teachers to TEA Academies to learn and implement new instructional strategies, math and reading.	Assistant Superintendent, Principal	Staff Development Records, Sign in Sheets				
						

Goal 2: Build a Foundation in Reading and Math

Performance Objective 11: HES will use MyOn, Literably, STAR Reading and Math, TPRI, Accelerated Reader, to meet reading goals.

Evaluation Data Source(s) 11: RTI Data

Lesson Plans

Walkthrough Data

Summative Evaluation 11:

Goal 3: Connect High School to Career and College

Performance Objective 1: Provide students with guidance program that includes college and career readiness.







Evaluation Data Source(s) 1:

Counselor guidance documentation

Lesson plans

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Provide students with career education that includes development of knowledge, skills, and competencies needed for a broad range of career opportunities.	Assistant Superintendent C&I, Principals, Counselors	Student Achievement				
2) Meet with counselors to review comprehensive guidance program requirements.	Assistant Superintendent C&I	Increased Student Achievement				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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
- Report of students' dual credit options
- Report of students' dual credit completion
- Provide a district testing coordinator to assist with all areas of testing.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Provider Counselors with staff development opportunities.	Assistant Superintendent C&I, Principals	Increased Student Achievement				
2) Provide counselors with guidance materials	Assistant Superintendent C&I, Principals, Counselors	Safe environment conducive to learning resulting in student achievement. 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Provides access to high quality staff development that is focused on implementation of strategies that promote acceleration of learning.	Assistant Superintendent C&I, Principals, Counselors	Increased Teacher Quality Increased Student Achievement				
2) Review RTI implementation progress	Assistant Superintendent C&I, Principals	Increased student achievement				
3) Provide access to workshops that teach strategies that help with RTI.	Assistant Superintendent C&I, Principals	Increased Student Achievement				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: Connect High School to Career and College

Performance Objective 4: HES will designate the first school attended Wednesday of each month as "College day". All staff and students will be encouraged to wear college apparel. Teachers will share college facts and information with students.

Evaluation Data Source(s) 4: Announcements
Counselor Guidance Plans
Walkthrough Data

Summative Evaluation 4:

Goal 3: Connect High School to Career and College

Performance Objective 5: HES will designate the first school attended Wednesday of each month as "College day". All staff and students will be encouraged to wear college apparel. Teachers will share college facts and information with students.

Evaluation Data Source(s) 5: Announcements
Counselor Guidance Plans
Walkthrough Data

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Teachers will post college information in classroom. Encouraged to wear apparel. Teachers will share college information.	Principals, Counselors	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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Utilize student teachers to facilitate at-risk student success in reading and/or math	Principal, Ass't Principal, Teachers, Intervention Teachers	Increased Reading/Math Scores				
2) Attend workshops that teach strategies that help with RtI	Principal, Teachers	Workshop Certificates				
3) Provide appropriate accelerated instruction for students who receive special services or who are at-risk.	Principal, Ass't Principal, Teachers	RTI Data, Student Progress Data				
4) Provide supplemental teacher, tutor, and/or substitute pay to support appropriate interventions	Principal, Ass't Principal	Increased Reading and Math Scores, Student Progress Data				
5) Provide supplemental supplies and materials for intervention teachers and mainstream teachers to accelerate the learning of students at Tier I, II, and III.	Principal, Ass't Principal, Counselor, Teachers	Increased Reading and Math Scores				
6) Utilize Renaissance Learning, Developmental Reading Assessments, Rigby, Curriculum Based Assessments, Benchmarks, Istation & DMAC assessments for progress monitoring in grades K through 3rd and online programs.	Principal, Ass't Principal, Teachers	Increased Student Progress Data				
7) Teachers will identify and address sub-population groups as needed based on data. Will use online, supplemental, and extended time to address students.	Principal, Ass't Principal, Teachers	Increased Student Achievement Closing of Gaps				
						

Goal 5: Parent Involvement

Performance Objective 1: HES 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Increase parental involvement by publicizing the following events: Meet the Teacher, Career Day, Grandparents' Day, PTCO Fall Festival, Track & Field Day, Family Science/Math Night, Field Trips, Festival of Trees.	Principal, Ass't Principal, Teachers	Increased Participation - Sign in Sheets				
2) Provide opportunities for parents, business and community members to partner with HES: Career Day, Master Gardeners Mother's Day Planting, Masons read to student, Science Lab Garden	Principal, Ass't Principal, Teachers	Increased Participation, Sign-in Sheets				
3) Conduct an annual meeting at which parents are informed of their child's participation in the Title I program.	Principal	Sign-In Sheets				
4) Provide parents with access to Skyward so they can access their child's grades, attendance, and cafeteria charges and balances.	Principal	Website, Logon Data				
5) Meet with parents to construct/update parent involvement policies.	Assistant Superintendent, Principal	Records of meeting notices sent, meeting agendas, and sign-in sheets				


6) Conduct 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.	Principal, Teachers	Sign-in sheets, Meeting minutes				

Goal 5: Parent Involvement

Performance Objective 2: HES will host two parent nights a year to encourage the school-parent relationship. The events will be a "Family Math and Science Night" and "Festival of Trees".

Evaluation Data Source(s) 2: Agenda

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Host a Family Math Night in conjunction with Family Science Night to provide parents with information regarding math concepts and the STAAR test	Principal, Teachers	Sign-In Sheets				
2) Provide games and math manipulatives during RtI meetings in conjunction with parent training in the area of math.	Principal, Teachers	Sign-Sheets				
						

Goal 6: Safe, Drug Free Learning Environment

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

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) 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Teach suicide prevention, conflict resolution and violence prevention.	Counselor, Teachers	Lesson Plans				
2) Attend Red Ribbon Rally/Drug Awareness Performance	Principal, Counselor	Lesson Plans and Student Survey				
3) Attend musical activity by HHS KYSSSED students to reinforce Drug Free Living.	Principal, Counselor	Counselor Activity Report				
						


Goal 6: Safe, Drug Free Learning Environment

Performance Objective 2: HES students will maintain an attendance rate of 96% or higher.

Evaluation Data Source(s) 2:

- Attendance records
- Short term attendance incentives

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Attendance Committee to inform parents of effect of student absences on HISD funding	Principal	Evidence of plan such as meeting notices, agendas, sign-in sheets				
2) Campus officer will follow district policy and make contact with families. Preventative measures before truancy is achieved.	Principal, Campus Resource Officer	Increased Student Attendance				
						

Goal 6: Safe, Drug Free Learning Environment

Performance Objective 3: Homeless and foster students will be identified and provided appropriate services.


Evaluation Data Source(s) 3:

Student Residency Questionnaire

Documentation provided by parents, guardian, and/or student

Documentation provided by governmental and/or student advocacy agencies

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Provide homeless students with appropriate services.	Principals, Counselor	Review PEIMS records of enrolled homeless students				
						

Goal 6: Safe, Drug Free Learning Environment

Performance Objective 4: Provide staff for ISS and DAEP

Evaluation Data Source(s) 4:

Staffing records will indicate appropriate staffing for DAEP and ISS

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Provide staff for ISS (SAC).	Superintendent	Safe environment conducive to learning resulting in Student Achievement.				
2) Provide access to classroom management training.	Principal	Safe environment conducive to learning resulting in Student Achievement.				

Goal 6: Safe, Drug Free Learning Environment

Performance Objective 5: HES 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) 5:

Training records indicate participation in TBSI and PBIS

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Provide staff development opportunities for the school nurse.	Principal, Nurse	Staff Development Records				
2) Provide CPR training to all PE teachers and coaches.	Athletic Directors, CPR Trainer	CPR training records.				
3) Maintain a safe playground by providing routine inspections of equipment.	Principal, Maintenance	Checklist				
4) Provide a "Code Red" emergency response team at HES.	Principal, Nurse	Documentation of drills				
						

Goal 6: Safe, Drug Free Learning Environment

Performance Objective 6: Increase staff awareness and recognition of issues of maltreatment and sexual abuse of children.

Evaluation Data Source(s) 6:

Professional development documentation

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Provide training annually for employees to ensure awareness of recognition as well as for prevention and options for affected students.	Superintendent	Safe environment conducive to learning resulting in Student Achievement.				

Goal 6: Safe, Drug Free Learning Environment

Performance Objective 7: Internet Safety

Evaluation Data Source(s) 7:

- Firewall Protection
- Website access monitoring
- Provide students with access to an internet safety course

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	May	July
1) Monitor internet access and safety.	Technology Director	Safe environment conducive to learning resulting in Student Achievement.				

Goal 6: Safe, Drug Free Learning Environment

Performance Objective 8: Continue funding for Student Resource Officers

Evaluation Data Source(s) 8:

Employment records

Summative Evaluation 8:

State Compensatory

Budget for Huntington Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6119.04.101.0.24.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$135,400.00
199.11.6129.04.101.0.24.000	6129 Salaries or Wages for Support Personnel	\$39,500.00
199.11.6141.04.101.0.24.000	6141 Social Security/Medicare	\$2,597.00
199.11.6142.04.101.0.24.000	6142 Group Health and Life Insurance	\$5,400.00
199.11.6144.04.101.0.24.000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$13,180.00
199.11.6146.04.101.0.24.000	6146 Teacher Retirement/TRS Care	\$4,638.00
6100 Subtotal:		\$200,715.00
6300 Supplies and Services		
199.11.6399.04.101.0.24.000	6399 General Supplies	\$2,000.00
6300 Subtotal:		\$2,000.00

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Geoff Gregory	Principal
Administrator	Amy Williams	Assistant Principal
Classroom Teacher	Jessica Jackson	Third-Grade
Classroom Teacher	Mona Taylor	Third-Grade
Classroom Teacher	Tammy Dickinson	First-Grade
Non-classroom Professional	Angela Morgan	Counselor
Classroom Teacher	Stephanie Hudspeth	Second-Grade
Classroom Teacher	Tyanaa Bowers	Kindergarten
Classroom Teacher	Melody Thomason	Second-Grade
Paraprofessional	Britny Davis	Aide
Parent	Jennifer Rodgers	