

**Henrietta Independent School District**  
**Henrietta High School**  
**2015-2016 Campus Improvement Plan**



# Mission Statement

The Faculty and staff of Henrietta High School believe that all students can learn at a higher level tomorrow than they do today! We believe that our mission as a campus is to take them to that level of tomorrow and that our purpose is to educate all students by having high expectations for all students to grow. We are all trained for this task and we will do whatever it takes to make our kids successful academically, socially, and emotionally.

# Vision

Our vision as a campus is to become "family" with each one of our students and their parents. By doing this we can see the day when ALL of our students want to learn at a level they never before anticipated. This vision will be fulfilled through our loving, caring, safe environment that we provide. We will also make sure at all times we are providing our students with every tool available to make their journey successful!

# Value Statement

The following Core Belief statements represent the fundamental convictions, values, and character of Henrietta High School and will be reflected through behaviors and campus improvement efforts:

- \* **WE Believe** every person is unique, has value, and deserves the opportunity to earn respect.
- \* **WE BELIEVE** public schools are an essential part of the community and that the community plays a role in the education of its children.
- \* **WE BELIEVE** in managing school resources in a manner that will foster equity, quality, and accountability.
- \* **WE BELIEVE** in promoting community service, individual worth and respect for the diversities and contributions of others.
- \* **WE BELIEVE** that educators hold the key to student success and thus are committed to having high expectations for ourselves in providing leadership and support to realize the vision.
- \* **WE BELIEVE** students will rise to meet high expectations and take responsibility for their own learning.

- \* **WE BELIEVE** classroom lessons that authentically engage students will result in high levels of learning.
- \* **WE BELIEVE** students benefit when provided a safe, nurturing, distraction-free learning environment.
- \* **WE BELIEVE** education is the equalizer in our society and that HHS can and should provide a culture of hope for all children.
- \* **WE BELIEVE** parents should be meaningfully involved with their child's education, and that parents and school share the responsibility to see that children have what they need to be successful in school.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

School Year	Total Enrollment	English As a Second Language	Career & Technology	Gifted & Talented	At Risk	Socio Economic Status	Special Education
2014-2015	295	0.0%	97.97%	6.10%	40.34%	27.5%	12.2%
2013-2014	262	0.0%	98.50%	6.9%	37.0%	31.4%	12.0%
2012-2013	274	0.0%	95.3%	8.4%	33.9%	31.4%	12.0%
2011-2012	283	0.0%	97.5%	6.7%	31.8%	29.3%	10.6%

Henrietta High School (HHS) serves 295 students with backgrounds that include 83.39% White students, 7.8% Hispanic students and 1.36% American Indian students. In the past few years, enrollment has decreased 10 students. The information below is based on data gathering as reported by the 2011-2012 PEIMS Fall Report and Academic Excellence Indicator System (AEIS).

Demographics for ethnic distribution:

School Year	White	Hispanic	African American	American Indian	Asian/Pacific Islander	Two or More Races
2014-2015	86.39%	7.7%	1.1%	1.02%	0.34%	6.10%
2013-2014	86.6%	5.3%	1.1%	1.5%	0.0%	5.0%
2012-2013	88.6%	5.5%	0.7%	2.2%	0.0%	3.6%
2011-2012	90.8%	6.0%	0.0%	0.7%	0.0%	2.5%

### Demographics Strengths

Because of the low demographic numbers in many subpopulations addressing the accountability system, HHS, like the District, is held accountable for three: All Students, White, and Economically Disadvantaged.

94% of the Biology EOC students scored in the Level 2 Satisfactory. 94% of the Economically Disadvantaged and 95% of the White subgroups scored at

Level 2 Satisfactory..

96% of All U.S. History students scored at the Level 2 satisfactory level with the White subgroup scoring at 96% and the Economically Disadvantaged subgroup scoring at 87%.

### **Demographics Needs**

We need to continue to work to close all gaps on EOC exams between the white students as well as all of the various sub-groups!

In English I EOC, a gap of 8% points is evident between Economically Disadvantaged and All Students/White Groups.

The recommended standard for Algebra I shows a 10% point gap between Economically Disadvantaged and All Students/White groups.

## **Student Achievement**

### **Student Achievement Summary**

The New Student Accountability Summary is broken down into 4 areas: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The results are as follows:

1- Student Achievement- Target Score (60%) HHS Score 87%

2-Student Progress - Target Score (15%) HHS Score (23%)

3-Closing Performance Gaps- Target Score (31%) HHS Score 47%

4- Postsecondary Readiness- Target Score (57%) HHS Score 83%

HHS Met all System Safeguards with 100% on Performance Rates - 100% on Participation Rates- 100% on Graduation Rates

### **Student Achievement Strengths**

The following percentages represent the Level II Met Expectations for each EOC that was taken:

Alg I - 87% (up from 85%)

Biology- 94% (down from 96%)

Eng. I- 77% (up from 75%)

Eng. 2- 84% (down from 88%)

U.S. History-96% (up from 92%)

MET ALL STANDARDS

### **Student Achievement Needs**

We as a Campus must continue to be aware of the different Gaps that may occur for our Special Pops and find every system that we can find to close those gaps where everyone at HHS has the same opportunity to be successful!!



# School Culture and Climate

## School Culture and Climate Summary

The Henrietta ISD annually surveys the community, parents, students, and staff in the following categories: Academics, Discipline, Leadership/Mission, Climate/Environment, and Communications. Results are analyzed over a five year period of accumulated data. Each campus results are shared with administrators along with the district's findings. Strengths and concerns are determined by statements and questions scoring above and below one standard deviations.

## School Culture and Climate Strengths

HHS Academics rate in "almost always" on the following two statements: (1) HHS has high expectations for student academic achievement and (2) HHS has high expectations for student achievement in extracurricular activities. Responding "frequently" are: (1) HHS provides opportunities for students to excel in areas of individual strengths or talents and recognizes their efforts to do so and (2) HHS' curriculum give HHS students a solid educational foundation.

Factors that are most influential in helping students achieve academically are

- Positive relationship between teacher/student (25%)
- Support from the home (19%)
- Creative, student-centered teaching strategies/Teaching to various learning styles (11%)

Respondants most "frequently" expressed HHS maintains high standards of behavior for all students in Discipline.

Overall, Climate/Environment at HHS grades out "almost always" on two statements: (1) HHS has an orderly, inviting atmosphere and (2) Students feel safe at school. "Frequently" was responded most on: (1) HHS gives honors, awards, and other forms of recognition to students for academic achievement and (2) HHS has good teacher morale.

Areas of interest in volunteering at HHS are:

- Mentoring a student (33%)
- Helping keep HHS campus clean and safe (25%)
- Going on field trips as a chaperon (21%)

Two of the six statements about HHS Leadership and Mission ranked in the "almost always" column are: (1) The principal takes an active interest in the well-being of both teachers and students and (2) provides leadership for continuous school improvement. Two statements included in the "frequently" response are (1) the high level of visibility of the principal and (2) staff members believe they are able to help all students learn and take responsibility for learning outcomes.

Issues perceived as the major obstacles to student achievement are:

- Poor parental involvement (18%)
- Lack of student motivation (18%)
- Lack of student self control and discipline (16%)

### **School Culture and Climate Needs**

Motivating students to learn rated "sometimes" category in the Academics category.

Five out of the six statements in the Communications category evaluated at "sometimes."

"Sometimes" was the response in three of the Discipline statements:

- Disciplinary problems are few.
- Students demonstrate respect toward all individuals.
- HHS and teachers have mutual expectations for discipline.

In the Climate/Environment, students taking care of and respecting their own property and that of other students rated highest in the "sometimes" response. Also in the "sometimes" category were teachers and students treating each other with respect.

Teacher working together on common issues and goals settled into the "sometimes" response in the Leadership and Mission category.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

HHS has a reputation for hiring and retaining exceptionally talented and dedicated employees. HHS Campus Advisory Team conducts intensive screenings and interview processes to ensure that all new employees meet the high standards of our campus, district and community. The average years of teaching experience for our teachers is 17.3 years while the State average is 11.0.

### Staff Ethnicity

Year	American Indian	Asian/Pacific Islander	African American	Hispanic	White	Two or More Races
2014-2015	0.0%	0.0%	0.0%	7.5%	98.3%	1.7%
2013-2014	0.0%	0.0%	0.0%	7.5%	87.0%	5.4%
2012-2013	0.0%	0.0%	0.0%	7.6%	88.6%	3.8%
2011-2012	2.0%	0.0%	0.0%	3.7%	94.3%	

### Average Classroom Size

Grade Level	English/Language Arts	Foreign Language	Mathematics	Science	Social Studies
2014-2015	13.9	17.1	15.2	15.0	12.8
2013-2014	14.3	20.1	14.3	15.1	14.7
2012-2013	13.5	19.1	10.4	14.5	15.4

## Staff Quality, Recruitment, and Retention Strengths

HHS teachers are encouraged to share best practices and concentrate on student success. The teachers are given planning time during staff development days in August to plan.

HHS administrators work with teachers in the secondary classrooms to promote best practices, review student progress, and help with the RtI process.

HHS has implemented collaborative and instructional strategies to strengthen student achievement.

- Use DMAC to disaggregate data and plan

- Increase rigor, align curriculum, and share best practices
- Analyze common assessments by subject area
- Introduce and review the Teks Resource System, Instructional Focus Documents, possible Exemplar Lessons, and Unit Tests

HHS has implemented an online application system, AppliTrack, to gain a larger pool of applicants in cooperation with Region 9 ESC. Every effort is made to hire Highly Qualified teachers and staff.

A variety of professional development sessions are offered and designed to meet the needs of HHS in cooperation with Region 9 ESC. Sessions correlate with district and campus needs and requests from HHS.

Many teachers have trained on AP and Pre-AP strategies, Thinking Maps and Marzano strategies through Region 9 ESC.

HHS will continue to use information from the Parent, Staff, and Student survey to evaluate culture and climate on campus.

HHS feels the district is advanced in staff training and staff implementation of state mandated programs such as:

- Crisis Prevention Institute (CPI)
- Response to Intervention (RtI)
- STAAR training through Region 9 ESC and Dr. Ervin Knezek's leed4ward
- Federal Programs training through Region 9 ESC

### **Staff Quality, Recruitment, and Retention Needs**

There continues to be a gap in the performance of Economically Disadvantaged, Special Education, and At Risk students. Professional development will be provided to assist campuses with implementing research-based effective strategies for addressing the needs of all student groups, especially for Economically Disadvantaged, Special Education, and At Risk students.

With the implementation of a TAKS/STAAR/EOC data analysis system, HHS will continue to receive training in the use of the data analysis system, DMAC.

HHS provides training, mentoring, and guidance for professionals and paraprofessional employees to become Highly Qualified.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

HHS continues to implement a curriculum management system. It provides a guaranteed and viable curriculum for every student in the core areas. This is the fifth year of implementation and campuses are working to utilize documents that ensure vertical alignment of the curriculum, a standard score and sequence, verification of taught TEKS, instruction that is at the required rigor and complexity as dictated in the TEKS, assessments that show evidence of student attainment of identified standards, and high quality instruction that increase student performance. This is used in the 9th through 12th grades in the core subjects.

Curriculum implementation is an ongoing process that is being accomplished through professional development and cooperation at each campus, district, and Region 9 ESC. Core content areas collaborate, plan, prepare, and evaluate instruction.

### **Curriculum, Instruction, and Assessment Strengths**

The curriculum is aligned with the instruction and assessment. There is consistency in the sequence of instruction as well as the depth and rigor of the instruction. Students are highly engaged in the learning and are learning at a conceptual level. Students and staff are being stretched to meet the demands of a college- and career-ready culture as well as the increased rigor of the STAAR EOC assessments.

### **Curriculum, Instruction, and Assessment Needs**

Additional professional development is needed to prepare HHS in administering the theories of the Teks Resource system to it's full fidelity in the four core areas.

Leadership support is needed as teachers experience and deliver Curriculum to the students.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Family and community participation in the education and support of all students is highly encouraged at Henrietta High School. Family and community involvement strategies utilized include: Parent conferences, Parent Portal, Student and Disciplinary report mailings, Campus and District Level Committees, Surveys, Prom parent meetings, Academic Awards presentations, Veterans Day participation, Student Loan Parent meetings, Graduation plan parent meetings, Meet the CAT night, Homecoming activities, and much more.

Just as the entire district does, Henrietta High School provides support to students and families are offered through Multiple Extracurricular Opportunities, Response to Intervention, Pregnancy related support, AP courses, ESL, Dyslexia, 504 support, Homeless Services, and Student Support Teams, and PALS. HHS also provides Special Education programs through the Clay-Jack SSA.

### **Family and Community Involvement Strengths**

Henrietta High School offers multiple opportunities for parents to be involved with their student's academic and extracurricular life. There is a variety of opportunities for parents and the community to support programs involving their child.

The HHS campus website provide up-to-date and informative information to parents and the community. Information includes ongoing activities throughout the campus and in the classrooms.

The HHS Parent Portal provides parents with web-based access to their students' grades and attendance. This presents a starting point for parents to consult with their child(ren) and/or teachers.

Meal Time is a web-based program allowing parents to view information pertaining to their child's meal status such as account balance and the ability to add money to their accounts.

Staff members collaborate, partner, and communicate with parents through phone calls, conference,s e-mails, and informative meetings.

HHS participates in the district's School Health Advisory Council (SHAC). Its mission is to advise and advocate to the HISD School Board of Trustees and Administration that HHS students are provided with accurate, relevant, and age appropriate educational programs. Programs are to motivate students to live healthy, happy, and productive lives. HISD's SHAC meets at least twice a year, and more if necessary.

## **Family and Community Involvement Needs**

HHS' goal is to increase parent involvement for the current and future schoolyears in the consistent participation at the Site Based Decision Making (SBDM) teams at the district and campus levels.

A Parent, Staff, and Student survey will assist the campus to continuously improve and gauge the climate and culture of the campus.

## **School Context and Organization**

### **School Context and Organization Summary**

Henrietta High School operates on an eight period day and provides for those students that qualify for a work study program. HHS has regularly scheduled Campus Advisory Team meetings and emergency meetings as needs arise.

Henrietta High school is connected to the Elementary School and a school nurse that is readily available through her office at the elementary school. A librarian is located at the elementary/high school media center to help students in need. Henrietta High School provides a counselor that arranges personal care, graduation plans, as well as pregnancy care advice, and college entrance needs. She also takes the lead as test coordinator at HHS as well as, character education, anti-bullying, health issues, and other activities. An assistant principal at HHS deals with discipline issues, curriculum, evaluations, and other district-wide responsibilities.

### **School Context and Organization Strengths**

Henrietta High School and staff are focused and united in implementing CSCOPE to its fullest to meet the increased rigor for all students. We are now beginning the planning process with all core areas to better implement CSCOPE in regards to how it will affect student achievement on the STAAR EOC exams.

HHS is very fortunate to have a Superintendent and Assistant Superintendent that kindly understands the rigor of what each campus administrator must go through every day. Knowing this, Central Office plans around the effects of State mandates on campus administrators.

### **School Context and Organization Needs**

Prioritized time is a needed commodity at HHS. Time to evaluate, comprehend, and implement new programs based on the high school model. Communication is the key in solving these unique challenges and sustaining activities previously implemented.



# Technology

## Technology Summary

The Henrietta ISD technology department has spent the last three years equipping HHS with the most up-to-date instructional equipment to teach to the 21st century learner. HHS has been equipped each classroom with a projector and document camera. Interactive whiteboards have been placed in classrooms as well as student response systems for check out in the HHS media center. HHS has its own mobile lab. These labs are equipped with a classroom set of computers. HISD strives to maintain a four to five year refresh rate on desktop computers. Each classroom is equipped with a telephone that will allow the teacher to call inside and outside of the district for increased communication with administration and parents and the safety of the students. In preparing for the phone system (VoIP) the district upgraded the network infrastructure to increase bandwidth learning. HHS has their own distance learning equipment. This allows virtual learning opportunities including, but not limited to sharing teachers across campuses, offering learning opportunities to students they otherwise would not have. HISD has continued to maintain the latest versions of Microsoft server/domain, operating system, and Office Suites for productivity from the district's staff as well as the students. The district has moved to a more robust web presence. The technology department has created a district wide wireless infrastructure. This infrastructure has helped pave the way to the current BYOD policy at HHS being implemented. At no cost to the district, the technology department has implemented a Help Desk system. The system not only allows the department to keep trouble ticket data, it allows the technicians to track district assets and be more efficient with time management. Computer monitoring software has been implemented. This software not only allows the technicians to monitor student behavior on the computers, it allows the technicians a way to offer remote support, software deployment, and report network usage to district users as well. Xerox copiers have been installed on all campuses to reduce copy and printing costs.

Over the next three years, the technology department will continue to grow and support the BYOD program. This was in large part the basis for seeing the need for a wireless infrastructure. HHS is working towards continuing the installation of white boards in the classrooms and adding other current education enriching devices as they become available and pertinent to the education process. The technicians will be working to maintain HHS' current installed technology and begin planning to refresh and/or upgrade these items as needed. The technology department plans to keep current on the productivity software for HHS students and teachers, as well as examine ways to lower district costs for such services. Technicians are in the research phase of moving student accounts to a "Cloud Computing" environment as well as the world of desktop virtualization. "Cloud Computing" moves all student logins to the World Wide Web while still giving Henrietta ISD the control to monitor student activity. Being current participants in a Microsoft agreement along with the launch of Office 365, the technology department can see the benefits of "Cloud Computing." This would give students a web based full version of Microsoft Office to work with from anywhere there is an internet connection. This would allow students access to their work anywhere they go that has access to an internet connection while also keeping the network safe from viruses and/or spyware by stopping the use of removable drives brought to and from home. Desktop virtualization should cause a redirection in hardware spending. In doing so, we will expand the availability of technology for our users. Another added benefit will be the ability to make sure each user has access to their programs they need no matter which computer they login. The technology department continues to stay current on the knowledge of technology tools to aid in the instruction of classroom teachers.

## Technology Strengths

The Henrietta ISD's Board of Trustees supports with confidence \$150,000 to the budget annually local funds to technology.

HHS as well as the District makes online video clips available through the use of United Streaming. Teachers are able to share online materials and media with their entire class easily with the projectors, document cameras, and interactive boards.

Training and tech support are provided and supported by HISD technology facilitators as needed. The district's Technology Coop agreement with Region 9 ESC also supports the needs of the HHS staff.

### **Technology Needs**

Barriers in achieving future goals and continue to provide to the many technology strengths that already exists at HHS are:

- Maintaining and increasing the technologies in the classrooms with tighter budgets and higher technology prices
- Efficient use of personnel to fully integrate technologies in the classrooms as well as one-to-one computing

HHS has outstanding facilities in regards to technology. At times it is a challenge for faculty to learn, adjust, and implement the training to better utilize the technology provided to HHS.

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Progress of prior year STAAR failers
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Violence and/or violence prevention records

### **Employee Data**

- Highly qualified 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
- PDAS and/or T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**






- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: All students will be encouraged and challenged to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.**

**Performance Objective 1:** Increase the percent of students meeting the state and district assessment standards and eliminating achievement gaps.


**Summative Evaluation:** The AEIS Report will indicate students meeting state standards and eliminating subpopulation gaps.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Dec	Feb	May
<p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) 1) Utilize HISD curriculum resources for each of the four core content areas: Reading/ELA, Math, Science, Social Studies</p>	1, 3, 4	Principal	Students passing the state mandated assessments will increase from the prior year.				
<p>2) System Safeguard Strategies</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2</p> <p>2) Student support teams will identify students in need of additional assistance and develop RTI plans when needed.</p>	1, 3, 4, 9	Principal, Counselor, Clay Jack SSA	Achievement gaps between student populations will decrease from the prior year				
<p>3) 3) Evaluate student achievement as evidenced by state level assessments for subpopulations: Economically Disadvantaged, At Risk, Special Education</p>	1, 8, 9	Principal, Assistant Principal, Counselor	Achievement gaps between student populations will decrease from the prior year				
<p>4) 4) Utilize data from local common assessments for analyzing student performance, instructional effectiveness, predictor of 2015 EOC performance, and development of appropriate interventions for Economically Disadvantaged, Special Ed, and At Risk students.</p>	2, 3, 8, 9	Principal, Assistant Principal, Counselor & Teachers	Students passing the HISD common assessments for each unit				
<p>5) 5) Meet each six weeks with teachers to review goals in the district improvement plan and campus improvement plans</p>	2	Principal, Assistant Principal, Teachers	Increased STAAR scores, campus success in meeting campus targeted goals and objectives				
<p>6) 6) Curriculum checks will be constructed in K-12 grade levels for each six weeks in the four core content areas: Reading/ELA, Math, Science/ Social Studies</p>	8	Principal, Assistant Principal, Counselor	Assessments posted on DMAC, curriculum documents recorded in the TEKS Resource System				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 1:** All students will be encouraged and challenged to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

**Performance Objective 2:** All students and subpopulations will achieve Level 3 Advanced in Reading/ELA, Writing, Mathematics, Science, and Social Studies portions of the State's assessment at a higher rate than the State.


**Summative Evaluation:** The AEIS Report will indicate all students from student groups achieving advanced academic performance will increase from prior years and will achieve higher than the State.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Dec	Feb	May
1) 1) Provide daily enrichment classes in the EOC tested areas for those students who have failed EOC tests in the past in order to strengthen them before the next exam.	1, 4, 5	Principal, Assistant Principal, Counselor	Students' scores on each core subject classes.				
2) 2) Provide opportunities for administration and teachers to meet together and collaborate to develop and implement HISD curriculum resources	1, 3	Principal, Assistant Principal, Counselor	At least one session is held each six weeks,				
3) 3) Implement HISD curriculum resources and other best practice instructional strategies to improve student engagement and performance.	1, 3, 4, 8	Principal, Assistant Principal, Counselor	Students' scores on each core subject class				
4) 4) Create heat maps for each core subject area based on 2014 STAAR data	1, 3, 4, 8	Principal, Assistant Principal, Counselor, Teachers	Heat maps created, distributed, analyzed, and collaborated for each core subject area				
5) 5) Monitor student data using quintiles based on lead4ward strategies	2, 4, 8, 9	Principal, Assistant Principal, Counselor, Teachers	Reports created, distributed, analyzed, collaborated for each core subject area				
6) 6) Continue districtwide implementation of "Bring Your Own Device" at HHS.	2, 3, 4	Principal, Assistant Principal, Counselor	Leadership discussion related to student academic success and technology usage and support				
							

**Goal 1:** All students will be encouraged and challenged to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

**Performance Objective 3:** District and all campuses will meet federal requirements for adequate yearly progress (AYP).


**Summative Evaluation:** The TAPR Report will indicate the District and all campuses will meet federal requirements for adequate yearly progress (AYP).

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Dec	Feb	May
1) 1) Campuses will review special education students assessment placement	10	Principal, Assistant Principal, Counselor, SSA	Special education students passing the state mandated assessments will increase from the prior year				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 2) 2) Provide district support for assessment, administration, and data disaggregation to monitor all students including special education. (Reading, Math) and economically disadvantaged	2, 9, 10	Principal, Assistant Principal, Counselor, SSA	Disaggregate data reports from DMAC and TAPR				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 3) 3) System Safeguards will be disaggregated to determine weakness and create a plan of action	2	Principal, Assistant Principal, Counselor & SSA	Meeting all System Safeguards on State assessments				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 4) 4) Analyze special education, economically disadvantaged, at risk graduation rates, etc.		Principal, Assistant Principal, Counselor, SSA	Graduation rates improve from the previous year.				
							

**Goal 1:** All students will be encouraged and challenged to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

**Performance Objective 4:** Strengthen Index 4 in the state accountability system to exceed state, regional, and campus group Career and College Readiness Standards.

**Summative Evaluation:** The TAPR Report will indicate all students and subpopulations exceeding state, regional, and campus group Career and College Readiness Standards.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Dec	Feb	May
1) 1) Increase participation and scores in ACT and/or SAT above the state average		Principal, Assiatant Principal, Counselor	Score will be above the state's and region's scores				
2) 2) Increase the number of students that graduate on the recommended or distinguished achievement plane above the state average		Principal, Assistant Principal, Counselor	TAPR reports reflecting the graduation rates are above the state's and region's averages				
3) 3) Establish a "college-going" atmosphere on the High School Campus		Principal, Assistant Principal, Counselor	College paraphernalia in the form of posters reinforcers, and information to parents will be displayed and distributed				
							



**Goal 2: Highly qualified and highly effective personnel will be recruited, developed and retained.**


**Performance Objective 1:** 100% of the teachers will be highly qualified.

**Summative Evaluation:** According to NCLB standards, all core teachers will be highly qualified, competent educators prepared to meet the needs of student learners.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Dec	Feb	May
1) 1) Audit all teachers' certifications, testing, staff development, and service records ensure that all meet highly qualified standards	1, 4	Principal, Assistant Principal	Highly qualified documentation indicate 100% compliance				
2) 2) Develop employment practices to ensure applicant credentials meet highly qualified standards.	1, 4	Principal, Assistant Principal	Highly qualified documentation indicates 100% compliance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** Highly qualified and highly effective personnel will be recruited, developed and retained.






**Performance Objective 2:** NCLB indicator 3.1: The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Dec	Feb	May
1) 1) Ensure low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or in-experienced teachers		Principals	Low-income and minority comparison is not appropriate due to single attendance school				
							

**Goal 2:** Highly qualified and highly effective personnel will be recruited, developed and retained.

**Performance Objective 3:** NCLB indicator 3.2: The percentage of teachers receiving high quality professional development will be 100%.


**Summative Evaluation:** Ten days of staff development is scheduled to ensure all teachers will receive high quality professional development.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Dec	Feb	May
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) 1)Continue to encourage, allow,or require professional development according to individual teacher preference or district/campus improvement plan, including AP training, GT training, special education training, TEKS, technology, inclusion 504, dyslexia, RtI and professional development conferences.</p>	1, 4	Principal, Assistant Principal	Professional development documents will be maintained				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>2) 2) Provide HISD curriculum and DMAC professional development</p>	1, 4	Principal	Professional development documents will be maintained				
<p><b>Critical Success Factors</b> CSF 3</p> <p>3) 3) Provide staff development to teachers on the use of the TEKS Resource system</p>		Principal	Sign-in sheets and agendas will be maintained				
<p><b>Critical Success Factors</b> CSF 7</p> <p>4) Continue to all teachers to attend staff development related to the instruction of students and implementation of the RtI process</p>	4	Principals	Credit of attendance recorded in the Region 9 ESC staff development database				
<p>5) Conduct recruitment activities to ensure highly qualified personnel in all positions. Participation in Region 9 ESC HR Services Cooperative provides access to the following: Applitrack Online Application multiple postings sites, etc.</p>	1, 4	Principal	Documentation of applicants through Region 9 ESC HR Services				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 2:** Highly qualified and highly effective personnel will be recruited, developed and retained.

**Performance Objective 4:** NCLB indicator 3.3: The percentage of instructional paraprofessionals who are highly qualified will be 100%.






**Summative Evaluation:** According to NCLB standards, 100% of the paraprofessionals as documented in the personnel files will be highly qualified.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Dec	Feb	May
1) Audit paraprofessional personnel files to ensure all instructional aides are highly qualified	1, 4	Principal	Personnel files, TOPS Training Certificates reflecting that all paraprofessionals are highly qualified				
2) Require any instructional aides not considered highly qualified to complete TOPS training at Region 9 ESC	1, 4	Principals	Documentation showing highly qualified completion through Region 9 ESC TOP's training				
							

### Goal 3: Parents will be full partners with educators in the education of their children.

**Performance Objective 1:** The district will attain a 96% student attendance rate.






**Summative Evaluation:** The TAPR Report will indicate all students and subpopulations will attain a 96% student attendance rate. Increase community involvement in all operations of HISD.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Dec	Feb	May
<b>Critical Success Factors</b> CSF 5 1) Revise, approve, and distribute a Teacher/Parent/Student Compact	6	Principal	Signed Teacher/Parent/Student Compacts signed and returned to campus. Agenda, minutes, committee sign-in documentation will be maintained				
<b>Critical Success Factors</b> CSF 5 2) Provide a parent portal for parents to monitor their child's attendance, grades, and discipline	6	Technology Director	97% student attendance rate for the district will be analyzed on the TAPR				
<b>Critical Success Factors</b> CSF 5 3) Revise, approve, and distribute HISD Parent Involvement Policy	6	Principal, Counselor	Agenda, minutes, committee sign-in documentation will be maintained				
<b>Critical Success Factors</b> CSF 5 4) Continue parent, teacher and student activities to accommodate transitions from Junior High to High School.	7	Principals, Counselors	Sign in sheets, meeting agendas, campus newsletters, campus website, copies of news articles will be maintained				
<b>Critical Success Factors</b> CSF 5 CSF 6 5) Continue to evaluate the district's culture and climate on all campuses.		Principal	Parent, student, and staff survey will be initiated and the needs assessment will be developed.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.**

**Performance Objective 1:** The district completion rate will be 95% or higher.


**Summative Evaluation:** The AEIS Report will indicate all students and subpopulations will have a 95% or higher completion rate.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Dec	Feb	May
<p><b>Critical Success Factors</b> CSF 2</p> <p>1) Use DMAC to disaggregate data and foccus on economically disadvantaged, at risk, and demographic subpopulations</p>	8	Principal, Assistant Principal, Counselor					
<p>2) Implement or continue an extended school year/day program and or alternative education program for at-risk students</p>	2	Principal, Assistant Principal, Counselor	Campus enrollment and progress data for students attending				
<p>3) Each campus will develop an instructional suport program that provides students in at risk situations so they remain in school and graduate with their peers</p>	2	Principals, Counselors					
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 5: All HISD campuses will promote nurturing, safe and secure environments for all students, staff and parents.**

**Performance Objective 1:** Develop, monitor and assess effectiveness of interventions, crisis management, and school health programs.

**Summative Evaluation:** All plan are in place at each campus and conducted by all staff as needs arise.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Dec	Feb	May
1) Review HISD'S Crisis Management Plan and make needed changes on an annual basis	10	Principal, Assistant Principal	Agenda, minutes, and committee sign-in documentation will be maintained				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> 2) Train some staff members on each campus positive behavioral intervention strategies and professionally accepted practices and standards for behavior management, including training on restraint and timeout.		Principals, SSA	Clay-Jack SSA sign in documentation will be maintained				
3) Provide ongoing staff development in workplace safety and security		Principals	Sign-in sheet will be maintained				
4) Train all employees in blood borne pathogens		Principal, School Nurse	Sign-in sheets will be maintained				
5) Allow staff to attend training in the recognition and prevention of harassment including disability harassment and sexual harrassment, dating violence, reporting child abuse and maltreatment, bullying, suicide, health needs, and early mental health intervention	8	Principals	Sign-in sheets will be maintained				
							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	1) Utilize HISD curriculum resources for each of the four core content areas: Reading/ELA, Math, Science, Social Studies