

PEARSALL INDEPENDENT SCHOOL DISTRICT



PEARSALL I. S. D.
ADMINISTRATION
318 BERRY RANCH ROAD

**District Improvement Plan
2009-2010**

District Goals 2009-2010

- Increase accountability for student success
- Increase enrollment in college courses
- Enhance teacher motivational skills
- Provide an equal, comfortable and safe environment
- Increase attendance by staff and students to increase the completion rate

District Beliefs 2009-2010

We believe:

- Meaningful collaboration among students, parents, and community fosters a safe, stimulating, and positive learning environment.
- Given the opportunity to express themselves voluntarily and be actively engaged, students will yield stronger academic results and will become well-rounded, life-long learners.
- Through an aligned curriculum, teachers as designers and leaders will create engaging work, leading students to success.

PEARSALL INDEPENDENT SCHOOL DISTRICT
Accountability Status
2009-2010

State Accountability AEIS

Pearsall ISD	Academically Unacceptable (Completion Rate – Class of 2008)
Pearsall High School	Academically Unacceptable (Completion Rate – Class of 2008)
Pearsall Junior High	Academically Acceptable
Pearsall Intermediate	Academically Acceptable
Ted Flores Elementary	Academically Acceptable (Paired with Intermediate)

Federal Accountability AYP

Pearsall ISD	Missed AYP: Reading and Math (Performance)
Pearsall High School	Met AYP
Pearsall Junior High	Met AYP
Pearsall Intermediate	Met AYP
Ted Flores Elementary	Not Evaluated

Pearsall Independent School District Accountability Data

TAKS Test	DISTRICT			HIGH SCHOOL			JUNIOR HIGH			INTERMEDIATE		
	2009	09 TPM	2008	2009	09 TPM	2008	2009	09 TPM	2008	2009	09 TPM	2008
Reading/ELA	% Met Standard			% Met Standard			% Met Standard			% Met Standard		
All Students	80	90	84	84	94	82	84	94	90	74	82	81
Hispanic	79	89	83	82	95	82	82	93	88	72	81	80
White	91	95	93	86	90	83	98	99	99	89	95	97
Economically Dis	78	88	82	81	92	81	82	93	88	72	81	79
Special Ed	46	54	45	38	62	38	67	67	60	38	38	46
LEP	39	68	43	63	88	33	27	58	27	44	72	49

TAKS Test	DISTRICT			HIGH SCHOOL			JUNIOR HIGH			INTERMEDIATE		
	2009	09 TPM	2008	2009	09 TPM	2008	2009	09 TPM	2008	2009	09 TPM	2008
Writing	% Met Standard			% Met Standard			% Met Standard			% Met Standard		
All Students	86	93	90	Not Tested			89	89	92	84	98	88
Hispanic	86	93	90	Not Tested			88	88	93	83	98	88
White	91	96	88	Not Tested			92	92	88	91	99	88
Economically Dis	85	93	90	Not Tested			87	87	93	82	97	87
Special Ed	*	*	20	Not Tested			*	*	*	*	*	*
LEP	62	69	74	Not Tested			56	56	*	*	*	71

TAKS Test	DISTRICT			HIGH SCHOOL			JUNIOR HIGH			INTERMEDIATE		
	2009	09 TPM	2008	2009	09 TPM	2008	2009	09 TPM	2008	2009	09 TPM	2008
Social Studies	% Met Standard			% Met Standard			% Met Standard			% Met Standard		
All Students	91	98	91	94	98	91	87	98	92	Not Tested		
Hispanic	90	98	91	93	98	90	85	98	92	Not Tested		
White	98	99	96	97	99	99	99	99	89	Not Tested		
Economically Dis	90	98	91	93	98	90	84	98	91	Not Tested		
Special Ed	67	83	76	82	82	67	43	86	89	Not Tested		
LEP	75	88	92	83	83	>99	*	*	80	Not Tested		

TAKS Test	DISTRICT			HIGH SCHOOL			JUNIOR HIGH			INTERMEDIATE		
	2009	09 TPM	2008	2009	09 TPM	2008	2009	09 TPM	2008	2009	09 TPM	2008
Math	% Met Standard			% Met Standard			% Met Standard			% Met Standard		
All Students	63	76	63	60	73	45	64	76	70	65	78	75
Hispanic	61	75	61	58	72	43	61	74	68	64	78	73
White	79	86	77	78	86	59	84	91	87	74	82	88
Economically Dis	59	73	61	52	67	40	61	74	68	62	76	72
Special Ed	37	50	35	33	33	15	50	50	63	31	62	38
LEP	39	49	45	50	63	17	27	35	33	48	60	55

TAKS Test	DISTRICT			HIGH SCHOOL			JUNIOR HIGH			INTERMEDIATE		
	2009	09 TPM	2008	2009	09 TPM	2008	2009	09 TPM	2008	2009	09 TPM	2008
Science	% Met Standard			% Met Standard			% Met Standard			% Met Standard		
All Students	62	72	55	73	85	61	56	56	49	52	63	48
Hispanic	60	70	51	70	83	58	50	50	46	50	62	44
White	90	90	81	91	91	84	88	88	72	88	88	86
Economically Dis	58	67	49	68	80	57	51	51	43	48	60	41
Special Ed	26	30	23	40	50	33	29	29	<1	<1	<1	40
LEP	16	37	15	40	80	14	0	*	<1	8	25	19

Accountability Indicators	2009%	2008%	2007%
Completion Rate Grades 9-12 (AEIS)		78.1	76
Graduation Rate (AYP)		67.8	63
Dropout Rate Grades 7-8 (AEIS)		0.3	0.3
Annual Dropout Rate Grades 7-12 (PBMAS)		5.6	6.4
District Participation Rate, Reading (AYP)	100	100	100
District Participation Rate, Math (AYP)	100	100	100

Bilingual/ESL PBMAS Stage 4		CTE PBMAS Stage 2	
Perform. Level	Indicator	Perform. Level	Indicator
3	1(iii) BE TAKS Science	3	4(i) Sp Ed Math
	2(i) ESL Math		4(ii) Sp Ed Reading/ELA
	2(ii) ESL Rdg/ELA	2	NA
	2(iii) ESL Science		
2	1(ii) BE TAKS Rdg/ ELA	1	6 Dropout Rate
	8 LEP Dropout Rate		
1	6(iii) Year-After-Exit Pass Rate Science		

NCLB PBMAS Stage 2		Special Ed PBMAS Stage 4	
Perform. Level	Indicator	Perform. Level	Indicator
3	NA	3	1(ii) TAKS Rdg/ ELA
			1(iii) TAKS Science
2	6 Migrant Dropout	2	1(i) TAKS Math
			9 Sp Ed Dropout
1	4 Title I Graduation Rate	1	3 TAKS/ TAKS A Participation Rate
	5(i) Migrant Math		7 LRE--Ages 6-11
	5(ii) Migrant Reading/ELA	12 Sp Ed Representation	
	5(iii) Migrant Science	14 Sp Ed Hispanic Representation	
	Two ICR's Standard Not Met		

Goal 1: Increase accountability for student success

Performance Objective: Set higher district standards for achievement on state assessments

DESIRED RESULT	MEASURABLE EVIDENCE OF CHANGE	ACTIVITIES	RESOURCES	TIMELINES
<p>1. Increase percentage of students scoring at Commended level (2400) or above on TAKS test</p>	<p>Number of all students populations scoring at Commended level or above on Spring 2010 TAKS</p>	<ul style="list-style-type: none"> • Combine Schlechty principles with CSCOPE curriculum to provide instructional equity • Provide resources and training to support implementation of research-based practices in differentiating instruction to address the needs of all student populations including Special Education, LEP, and Migrant 	<p>WOW Framework Schlechty Foundation Schlechty Consultants CSCOPE ESC 20 Tech Assistance Director of Curriculum Director of School Improvement Funds--Local, 211, 255, 276, 285</p>	<p>August 2009 to August 2010</p>
<p>2. More effective use of data from assessments to target instructional gaps on TEKS and TAKS objectives with particular focus on math, Reading/ELA, and science</p>	<p>Increase percentage of students, including Special Ed, LEP, and Migrant, passing Spring 2010 TAKS</p>	<ul style="list-style-type: none"> • Provide staff training in the disaggregation of data utilizing AEIS-It • Use multi-year TAKS data for longitudinal study of instructional impact with particular focus on math, science, and reading/ELA • Identify and analyze causal and instructional factors impacting student academic achievement for all students and by student groups • Assess the academic progress of students through the use of interim benchmarks • Provide timely interventions targeting identified areas of instructional need for all student groups including Special Ed, LEP, and Migrant • Ensure PBMAS Continuous Improvement Plans are implemented 	<p>Aurora Learning Communities AEIS-It Data Program AEIS Data Tables ESC Tech Assistance Consultants Director of Curriculum Benchmarks Funds—Local, Title I, SIP, Staff Time (Local, 211, 255, 428, 313, SCE, 285)</p>	<p>August 2009 to May 2010</p>

<p>3. Increase collaboration and communication between School Board, Administrators, campus instructional staff, and community to build capacity for district goals</p>	<ul style="list-style-type: none"> • Increase frequency of meetings and participation by all stakeholders • Increased use of teacher web pages 	<ul style="list-style-type: none"> • Implement teacher forums, focus groups, utilization of District and Campus Design Teams, and the Administrative Team to promote and facilitate communication • Maintain an informative and easy-to-navigate District website with relevant and current information and all postings as required by law • Utilization by teachers of the school district web site and other online resources to improve communication with students and parents • Provide web site training for all instructional staff 	<p>School Board Central Office Administrators` Campus Staff Community Technology Director Funding—Local, 411, Staff Time (Local, 211, 255, 428, 313, SCE, 285)</p>	<p>July 2009 to May 2010</p>
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Goal 2: Increase enrollment in college courses

Performance Objective: Set higher standards to achieve college readiness

DESIRED RESULT	MEASURABLE EVIDENCE OF CHANGE	ACTIVITIES	RESOURCES	TIMELINES
1. Increase percentage of students scoring at College Readiness Level (2200) or above on TAKS test	<ul style="list-style-type: none"> • Number of students scoring at College Readiness Level 	<ul style="list-style-type: none"> • Through implementation of Schlechty WOW Framework and CSCOPE Curriculum change classroom instruction models to one in which students are engaged in learning via high-quality work • Maximize learning through efficient use of instructional time by engaging students from bell to bell and from the opening of school to the closing of school • Provide release time for WOW lesson design • Evaluate effectiveness in reducing disparity in performance on assessment instruments between student populations. 	WOW Framework Schlechty Center Consultants CSCOPE 2020 Vision Grant Director of Curriculum Campus Principals Staff Release Time Funding—Local, Title I, 285, 276, Staff Time (Local, 211, 255, 428, 313, SCE, 285)	August 2009 to May 2010
2. Provide opportunities for career awareness at all grade levels	<ul style="list-style-type: none"> • Numbers of students • enrolling in higher education or post-secondary training 	<ul style="list-style-type: none"> • Support the implementation of career awareness and career investigation activities district-wide through class presentations, courses, and age-appropriate activities • Ensure the provision of age appropriate information district-wide regarding the importance of higher education to include options and admission requirements. • Host Career/Job Fairs and College Day on campuses to expose students 	Texas Association of College Registrars and Admission Officers (TACRAO) Armed Forces Recruiters Local business community ASVAB Career Technology Education (CTE) Funding—Local, 428,	October 2009 to April 2010

<p>3. Continue dual credit opportunities</p>	<ul style="list-style-type: none"> • Increase DC enrollment • Increase numbers of students graduating DAP 	<p>to career and job opportunities and connect their interests to the need for post-secondary education</p> <ul style="list-style-type: none"> • Provide all aspects of college readiness components to all students • Implement tracking of PISD graduates, including Special Ed, LEP, and Migrant, to monitor numbers attending post-secondary education or training • Continue Articulation Agreement with SWTJC and Texas A&M as providers for college courses • Continue district financial support for dual credit tuition, fees, textbooks, and college entrance exams for 12 college hours to ensure all students, including special populations, have equal access • Increase the number of distance learning classrooms to accommodate more college classes • Expand numbers of dual credit classes to include courses required for an Associate’s Degree 	<p>211, 244</p> <p>SWTJC District College Facility High School Counselor SWTJC membership fees Texas A&M membership fees Funding—Local, 428, 411</p>	<p>June 2009 to May 2010</p>
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4. Increase the number of technology courses that meet or exceed state and national requirements	Increase enrollment in advanced technology courses	Continue to expand the number of technology courses being offered at the secondary campuses	Campus Master Schedules Funding—Local, 411, 429	June 2009 to May 2010
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Goal 3: Enhance teacher motivational skills

Performance Objective: Increase student levels of participation to the “Engaged” level

DESIRED RESULT	MEASURABLE EVIDENCE OF CHANGE	ACTIVITIES	RESOURCES	TIMELINES
<p>1. Change the belief system of instructional staff to foster a change in the classroom to accept that all students, including Special Ed, LEP, and Migrant can learn more, achieve at a higher level, and become well-rounded, life-long learners</p>	<ul style="list-style-type: none"> • Student achievement based on semester and end-of-year passing rates • Correlation between grades and TAKS scores • Numbers of graduates attending post-secondary education or training 	<ul style="list-style-type: none"> • Provide staff development to implement systemic change and build capacity to foster change in the belief system • Provide all staff the opportunity to participate in high quality professional development targeting the needs of special populations • Based on data, determine content specific professional development • Continue funding the District mentoring program to support teachers new to the District and first year teachers • Implement a teacher/student mentor program at all campuses • Evaluate effectiveness in reducing disparity in performance on assessment instruments between student populations. 	<p>Schlechty Center Schlechty Consultants ESC 20 Consultants AEIS-It Data Program/Data Tables Funding—Local, 211, 255, 276, 285, Staff Time (Local, 211, 255, 428, 313, SCE, 285)</p>	<p>June 2009 to May 2010</p>
<p>2. Teachers will become designers and leaders of engaging work</p>	<ul style="list-style-type: none"> • Increase in attendance rates • Decrease in discipline referrals • Increase in completion rate • Decrease in dropout rate 	<ul style="list-style-type: none"> • Create engaging, high-quality work through an aligned curriculum leading students to success • Provide support for campus attendance incentive activities as defined in campus plans • Evaluate effectiveness in reducing disparity in performance on assessment instruments between student populations. • Evaluate effectiveness in reducing 	<p>WOW Framework Schlechty Center Schlechty Consultants CSCOPE 2020 Vision Grant ESC 20 AEIS-It Data Program/Data Tables Director of Curriculum Director of School Improvement</p>	<p>June 2009 to May 2010</p>

	<ul style="list-style-type: none">•Numbers of all students, including Sp Ed, LEP, and Migrant, passing Spring 2010 TAKS	disparity in the rates of high school completion between student populations.	Positive Behavior Support Initiative (PBSI) Funding—Local, 255, 276, 285, Staff Time (Local, 211, 255, 428, 313, SCE, 285)	
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Goal 4: Provide an equal, comfortable, and safe environment

Performance Objective: Create an environment which fosters safe, stimulating, and positive learning

DESIRED RESULT	MEASURABLE EVIDENCE OF CHANGE	ACTIVITIES	RESOURCES	TIMELINES
<p>1. All students will be volunteers who are engaged in learning</p>	<ul style="list-style-type: none"> • Increase in student test scores • Classroom engagement meters • Increased student awareness of technology • Increased reliance on technology for classroom instruction 	<ul style="list-style-type: none"> • The Schlechty WOW Framework and CSCOPE Curriculum will change classroom instruction models to one in which students are engaged in learning • Design of lessons incorporating real-world application to ensure retention of learning and transference across disciplines • Ensure integration of technology into the curriculum to provide engaging lessons • Incorporation of new and existing technology into the instructional process at all campuses • Instructional staff will attend a coherent sequence of technology staff development classes 	<p>WOW Framework Schlechty Foundation Schlechty Consultants 2020 Vision Grant CSCOPE Curriculum Director of Curriculum Increased technology Funding—Local, 411, 255, 276, 285, Staff Time (Local, 211, 255, 428, 313, SCE, 285)</p>	<p>August 2009 to May 2010</p>

Goal 5: Increase attendance by staff and students to increase the completion rate


Performance Objective: Increase attendance and completion rate

DESIRED RESULT	MEASURABLE EVIDENCE OF CHANGE	ACTIVITIES	RESOURCES	TIMELINES
1. Increase in student attendance and academic success	<ul style="list-style-type: none"> •Increased student attendance rate •Increased students scores 	<ul style="list-style-type: none"> • Teacher design of engaging lesson • Provide continual support to counseling and social work programs relative to responsive issues which impact student performance • Provide early identification of students at risk of failing and implement timely and appropriate interventions • Recognition of students for attendance and/or academic gains • Attendance Fest • Perfect Attendance Awards • Field Trips • Parent Recognition • Superintendent recognition of students for attendance and/or academic gains • Breakfast with the Superintendent • Lunch with the Superintendent • Dinner with the Superintendent • Student achievement highlights in local newspaper • Monthly recognition via District web page 	WOW Lesson Design Counselors Social Workers Campus Staff District Website Local media Funding—Local, Staff Time (Local, 211, 255, 428, 313, SCE, 285)	June 2009 to May 2010
2. Increase staff attendance	<ul style="list-style-type: none"> •Increased staff attendance rate 	<ul style="list-style-type: none"> • Survey staff to determine methods to improve attendance 	Staff Survey	Spring 2010

<p>3. Increase student completion rate</p>	<ul style="list-style-type: none"> • Increased student completion rate • Increased student passing rate at semester and end-of-year 	<ul style="list-style-type: none"> • Encourage students to continue in school by providing engaging lessons • Identify previous drop-outs and initiate drop-out recovery attempts • Review grading systems to encourage student achievement and give students hope • Monitor implementation of CSCOPE and Schlechty Framework • Provide age-appropriate dropout prevention interventions district-wide • Provide dropout reduction/acceleration opportunities for identified students • Devise creative/flexible scheduling and educational settings to meet the needs of all students and to encourage and facilitate student on-time graduation • Provide continual support to counseling and social work programs relative to responsive issues which impact student performance • Provide awareness of teen dating violence to students and parents through a variety of activities such as: health classes, presentations, related videos, posters, and written communication 	<p>WOW Framework and lesson design Student Performance Data AEIS-It Data Alternative Education Setting Vision 2020 Grant Credit Accrual Counselors Social Workers District Truant Officer Campus Grading Policies Funding—Local, Staff Time (Local, 211, 255, 428, 313, SCE, 285)</p>	<p>June 2009 to May 2010</p>
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**Pearsall Independent School District
Migrant Education Program
2009-2010**

Priority for Services Action Plan

GOAL:	Ensure that Priority for Services (PFS) migrant students have equitable opportunity to meet the same challenging state, content, and student performance standards that all students are expected to meet.				
OBJECTIVE:	Ensure all eligible migrant families residing in the school district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs and 100% accuracy on meeting the Migrant PBM criteria by August 31, 2010.				
EVIDENCE OF NEED	ACTIVITY	TIMELINE	STAFF RESPONSIBLE	RESOURCES	SUMMATIVE EVALUATION
<p>Priority for Services</p> <p>As migrant students move from school to school, students often are failing or at risk of failing. The LEA must identify these students' needs to enable them to meet the state content standards and to master the state assessments.</p> 	Run and review New Generation System (NGS) Priority of Services Student report. District contact and counselors will be receiving reports for review.	Monthly	NGS Specialist Campus Counselors	PFS Monthly Reports	2009-2010 TAKS Results for Migrant Students
	Identify migrant students in need of priority for services.	Monthly	NGS Specialist Campus Counselors	TAKS Individual Student Profiles	2009-2010 TAKS Results for Migrant Students
	Provide appropriate placement and programs for students not meeting the state content standards or mastering TAKS objectives, such as tutoring, TAKS remediation, UT Austin migrant course work, credit recovery, summer school, etc.	Year round	NGS Specialist Campus Counselors Campus Principals	Graduation Plans TAKS Reports A+ Program	Gradespeed Failure Reports Local Benchmark 2009-2010 TAKS Results
	Collect and analyze sources of student data to determine progress towards graduation.	Monthly	NGS Specialist Campus Counselors Campus Principals	Graduation Plans End of Grading Periods TAKS Reports	Gradespeed Failure Reports 2009-2010 TAKS Results
	Provide an opportunity for counselors to attend Graduation Enhancement Training at the education service center (ESC-20).	Year Round availability of workshops	NGS Specialist Campus Counselors	ESC Region 20	Workshop Evaluation
	Provide an opportunity for counselors to analyze migrant student data to ensure the accuracy of their graduation plan.	September 30, 2009 Year round	NGS Specialist Campus Counselors	Graduation Plans ESC Tech Assistance	Migrant Student Graduation Rates
	Provide opportunities for counselors in reviewing out-of-state transcripts and those from Mexico through training.	Year Round availability of workshops	Campus Counselors	ESC Region 20	Workshop Evaluation

**Pearsall Independent School District
Migrant Education Program
2009-2010**

Priority for Services Action Plan (Cont'd p.2)

GOAL:	Ensure that Priority for Services (PFS) migrant students have equitable opportunity to meet the same challenging state, content, and student performance standards that all students are expected to meet.				
OBJECTIVE:	Ensure all eligible migrant families residing in the school district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs and 100% accuracy on meeting the Migrant PBM criteria by August 31, 2010.				
EVIDENCE OF NEED	ACTIVITY	TIMELINE	STAFF RESPONSIBLE	RESOURCES	SUMMATIVE EVALUATION
Priority for Services As migrant students move from school to school, students often are failing or at risk of failing. The LEA must identify these students' needs to enable them to meet the state content standards and to master the state assessments.	Review NGS reports to determine students who are entering late and withdrawing early.	Monthly	NGS Specialist	NGS Report PEIMS Reports	Recruitment Rates
	Provide students an opportunity to continue the class/course from the previous school/school district/ state.	Year Round	Counselor	Transcripts Transfer Documents	PEIMS Student Promotion Rate
	Provide training to parents about local and state requirements for promotion and graduation	August 2009 To May 2010	NGS Recruiter Migrant Coordinator Campus Counselors	SSI Brochures Graduation Plans TEA Graduation Brochure	Workshop Evaluation
	Provide opportunities for teachers to attend staff development to enhance skills in improving migrant student achievement.	Year Round	Campus Principals Migrant Coordinator	ESC Region 20 iLearning Sessions	Workshop Evaluation
	Provide summer school for migrant students to reinforce mastery of content or for those in need of credit accrual.	June 2010	Campus Principals Counselors Summer School Staff	SMART Program MATEMATICA curriculum	District Promotion Rates
	Identify all dropout students and assist them in enrolling in a high school or GED program.	Year Round	NGS Specialist District Truant Officer District Social Worker	NGS Reports PEIMS Reports	District Dropout Rates GED Completions