

PEARSALL HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN

2009-2011



Updated: January 6, 2010

PEARSALL

INDEPENDENT SCHOOL DISTRICT

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

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



Pearsall High School Campus Beliefs

We believe:

- Every student can learn when presented with the right opportunities to do so.
- Teachers are leaders, guides to instruction, and designers of engaging work for students, which, when used with an aligned curriculum leads to successful, well rounded, life-long learners.
- Parental involvement fosters a support system that nurtures a positive educational environment.
- It is everyone's responsibility to create optimal conditions for continuous innovation and continued growth for all involved in the educational process.
- Students who actively participate in their own education learn important content and develop critical intellectual habits and skills.

Pearsall High School

Pearsall High School conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems that may inhibit academic success. This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the SCE programs and services is needed. This needs assessment includes, but is not limited to, AEIS Report data, TAKS Summary Reports, student grade cards, teacher observations, student portfolios, achievement test scores and/or scores of fall readiness tests, daily work assignments and tests, and other data/information as appropriate. Pearsall High School also conducts teacher/staff surveys to determine needs in areas of professional development, hiring/recruiting and employee retention as well as parent surveys to ascertain needs in the areas of parental and community involvement. Results of the annual end-of-year campus survey results are as follows:

Campus Needs	
<ul style="list-style-type: none"> • Improve TAKS Performance • Improve AYP Performance • Increase Student Attendance Rate • Decrease Student Failure Rate • Reduce Drop Out Rate 	<ul style="list-style-type: none"> • Increased Campus Communication with Parents by all Staff • High Expectations for All Students for Achievement • Implementation of Effective Teaching Methods to Help All Students Achieve • Student/Teacher Positive Partnerships
Professional Development Needs	
<ul style="list-style-type: none"> • Content Specific Professional Development Addressing Student Failure Rates and TAKS Performance • Alignment of Curriculum/Instruction/Assessment reflected in Scope and Sequencing and Lesson Planning 	<ul style="list-style-type: none"> • Staff Meeting Requirements of NCLB, Section 1119 • Effective Teaching Methods/Book Study • Schlechty WOW Design Framework and Implementation • Training in use of ELPS and SIOP framework
Programs/Initiatives	
<ul style="list-style-type: none"> • Drug Prevention • Truancy • Character Education • Advisory/Mentor Program 	<ul style="list-style-type: none"> • Opportunities for Parent/Community Involvement in the Learning Process • Opportunities for Expanded Classroom and After-School Activities to Engage All Students
Recommendations of CEIC	
<ul style="list-style-type: none"> • Planning time for staff • Campus horizontal/vertical curriculum alignment • K-12 vertical curriculum alignment 	<ul style="list-style-type: none"> • Greater support for new and inexperienced staff • Content specific professional development • Additional in-class support for students with special needs by way of para-professionals for more one-on-one.

Policies and Procedures

The Pearsall High School has adopted the following administrative policies and procedures for identifying students:

- 1. Pearsall High School conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems that may inhibit academic success. This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of federal and state programs and services is needed. Furthermore, this comprehensive needs assessment encompasses the entire school (including taking into account the needs of migratory children) and is based on information (AEIS) that includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.**
- 2. Through the use of faculty meetings and teacher survey/response forms, Pearsall High School takes measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.**
- 3. Pearsall High School does not use local criteria to identify students in at-risk situations.**
- 4. According to the Financial Accountability System Resource Guide (§9.2.14.2): SCE funds may only be used on a Title I, Part A Schoolwide campus to upgrade the entire educational program where the actual poverty percentage of the campus is 40% or greater. SCE funds may be used to upgrade the entire educational program on a school wide campus as long as the SCE funds allocated to the campus are supplemental to the costs of the regular education program. Although activities conducted with SCE funds do not have to be supplemental, the campus must continue to receive its fair share of state and local funds for conducting the regular education program, and the intent and purpose of the SCE Program must be met. A SCE Program implemented under the flexibility of a Title I, Part A Schoolwide program will follow the same rules and regulations that govern the Title I, Part A program. To determine a campus' poverty percentage under SCE, school districts will use the same auditable poverty data it uses for Title I, Part A for identifying campuses in the Standard Application System (SAS) for Federal Funding for school wide eligibility.**
- 5. State and local funds are used to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to buildings, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.**
- 6. All federal, state and local funds received by the district will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.**
- 7. Instruction will be coordinated between/among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and ongoing monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and Special Education resource teachers, Title I, Part A staff, and State Compensatory Education staff.**

Pearsall High School

CAMPUS GOALS AND OBJECTIVES

2009-2011

Goal 1

All students will meet or exceed state performance standards on the Texas Assessment of Knowledge and Skills or designated alternative assessment

Performance Objective 1

As indicated by 2009 and 2010 results, 85% of PHS students will meet state performance standards as measured by TAKS Reading and English Language Arts Tests, or designated alternative assessment, to ensure Adequate Yearly Progress of all students and an Academically Acceptable campus rating

Performance Objective 2

As indicated by 2009 and 2010 results, 70% of PHS students will meet state performance standards as measured by the TAKS Math Tests, or designated alternative assessment, to ensure Adequate Yearly Progress of all students and an Academically Acceptable campus rating

Performance Objective 3

As indicated by 2009 and 2010 results, 70% of PHS students will meet state performance standards as measured by the TAKS Science Tests, or designated alternative assessment, to ensure an Academically Acceptable campus rating

Performance Objective 4

As indicated by 2009 and 2010 results, 95% of PHS students will meet state performance standards as measured by the TAKS Social Studies Tests, or designated alternative assessment, to ensure an Academically Acceptable campus rating

Performance Objective 5

Goal 2

Pearsall High School will foster a climate of high expectations for all students

Performance Objective 1

As indicated by 2009 and 2010 data, content specific professional development of teachers will reduce performance gaps of student groups

Performance Objective 2

Students will be engaged in academic challenges and activities to increase enrollment in post-secondary education

Goal 3

Pearsall High School will provide a safe and orderly environment, which encourages and creates opportunities for students' success

Performance Objective 1

As indicated by 2009 and 2010 data, all student groups will maintain 95% attendance

Performance Objective 2

As indicated by 2009 and 2010 data, Student Code of Conduct Discipline referral totals will be reduced in total numbers and in frequency of individual reoccurrences.

Performance Objective 3

As indicated by 2009 and 2010 data, Pearsall High School dropout rate will be below the state and campus group averages and completion rate will meet or exceed state standard.

Performance Objective 4

Parental involvement will increase in both number of participants and frequency of participation

Goal 4

Pearsall High School will ensure that all programs are operated in an effective and efficient manner.

Performance Objective 1

Maintain effort as required by law.

Pearsall High School Parent Involvement Policy

At Pearsall High School, we want each student to have a quality education. We believe that for this to happen, it is important for the school and families to work together. Pearsall High School intends to include parents in all aspects of its Title I Program. The goal is a school-home partnership that will enable every student to be successful academically.

Learning objectives and goals will be distributed to all parents at the beginning of the school year. *All* students are expected to work toward mastering these objectives. The school recognizes that some students may need extra assistance available through the Title I Program, as well as other programs to reach these goals. The Parent-School Compact will outline how responsibilities will be shared for promoting student achievement in reaching these goals. Parents and students will be asked to discuss and sign the compact but will not be required to do so.

The Pearsall High School Campus Education Improvement Committee is comprised of Title I parents, community members, and school staff. This committee will discuss the design and implementation of the Parent Involvement Policy. The committee will revise and update the Parent Involvement Policy based on an annual evaluation by parents. The Parent Involvement Policy and the Parent-School Compact will be posted in the school office, the school website, and distributed to all parents.

Parents will be welcomed throughout the school year. Conferences, phone calls, personal contacts, written notices, electronic mail, and the local media will be utilized to establish effective communication and inform parents of involvement activities at Pearsall High School.

Parents will be given information about new Title I guidelines and how they differ from the previous year. Teachers will describe grade level curriculum, assessments, and how progress will be measured. Parents will be encouraged to communicate with teachers to discuss individual student progress.

In the spring parent, student, and community needs will be assessed through questionnaires and other measures. The results will be used to ensure programs and campus activities meet the identified needs. Parents will be questioned about the effectiveness of the Title I program including successes and recommendations for improvement. The evaluation process will also include assessment of the Parent Involvement Policy and parents will be offered the opportunity to make suggestions for revisions.

**Pearsall High School
Title I Student/Parent/Teacher Compact**

Every student should be helped to reach his/her highest level of success. To achieve this, we recognize we must work together and we agree to the following responsibilities:

AS A STUDENT, I WANT TO BE SUCCESSFUL. I WILL BE RESPONSIBLE FOR:

- 1) attending school every day.
- 2) being prepared for all my classes.
- 3) not being disruptive.
- 4) looking for the positive things in my school.
- 5) setting goals for graduation and a career after graduation.

Signature_____ Date_____

AS A PARENT/GUARDIAN, I WANT MY CHILD TO SUCCEED. I WILL BE RESPONSIBLE FOR:

- 1) having my child at school on time everyday.
- 2) making sure my child has the supplies needed to be prepared for all classes.
- 3) communicating with my child's teachers.
- 4) being supportive of my child through graduation and beyond

Signature_____ Date_____

AS A TEACHER, IT IS IMPORTANT TO ME THAT ALL STUDENTS SUCCEED. I WILL BE RESPONSIBLE FOR:

- 1) providing a safe and positive atmosphere for learning.
- 2) encouraging students and parents by providing information about student progress.
- 3) coming to class prepared to teach.
- 4) providing ample time for students and parents outside of regular school hours.
- 5) providing positive reinforcement and motivation.

Signature_____ Date_____

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 - 2011**

CAMPUS GOAL 1: All students will meet or exceed state performance standards on the Texas Assessment of Knowledge and Skills or designated alternative assessment
PERFORMANCE OBJECTIVE 1: As indicated by 2009 and 2010 results, 85% of PHS students will meet performance standards as measured by the TAKS Reading and English Language Arts Tests, or designated alternative assessment, to ensure Adequate Yearly Progress and an Academically Acceptable campus rating.
FORMATIVE ASSESSMENT: Benchmarks, Three Week Grade Reports, Six Week Exams, Six Week Grades, Semester Exams, Semester Grades
SUMMATIVE EVALUATION: TAKS Reg. A, M, and Alt., TELPAS, AEIS Data, AYP Data *Addresses PBMAS Indicators

ACTIVITIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
1.1.1 Maintain number of reading classes in master schedule to address student reading levels	SCE-2 FTE Materials-Local	Principal Reading Teacher	09/09 -05/10	Master Schedule Class Rosters
1.1.2 Disaggregate student AEIS data and item analysis to guide instructional goals for ELA students for all students including LEP, Special Ed, At-risk and Migrant	TAKS/Alternative Asses. TAP Staff Time – Local, 4 FTE: Title 1, 1 FTE; SCE, 2 FTE	Principal English/Reading Teachers Academic Dean	8/09 – 9/09 8/10 - 9/10	Lesson plans Principal walkthroughs Disaggregated data
1.1.3 Provide diagnostic tools to assess student mastery for all students including LEP, Special Ed, At-risk, and Migrant	Testing Materials Instr. Data Facilitator- 428 WebCatt AEIS IT-411 CSCOPE-Local	Principal Counselors Academic Dean	8/09 – 05/11	Benchmark results Lesson Plans
1.1.4 Ensure integration of higher level thinking skills into daily ELA instruction for all students including LEP, Special Ed, At-risk and Migrant	Staff Development--211 Blooms Taxonomy Schletchy WOW Design Framework--Local Focus Questions SIP Academy Grant—276 CSCOPE--Local	Principal ELA staff Academic Dean	08/09 – 05/11	Lesson plans Principal walkthroughs
1.1.5 Formulate scientifically research-based instructional strategies for identified TEKS objectives not mastered by students during previous TAKS administration or designated alternative assessment for all students including LEP, Special Ed, At-risk, and Migrant	ESC 20 – 255 TAP TAKS Item Analysis Alt. Assess. Results Research Based Strategies Focus Questions	Principal Department Chair	8/09 – 2/10 8/10 – 2/11	Departmental meetings Lesson plans Professional Development Log
1.1.6 Diagnose entry level ELA skills of student IEP, IAP, or TELPAS and discuss results with the appropriate special programs staff during the first two weeks of instruction	Modifications 504 Campus Coord., SCE ELA-SCE, 2 FTE Title I, 1FTE ESL-Local, 1 FTE Staff of Migrant Students Spec Ed—Local, 3 FTE	Principal English Teachers Reading Teacher	9/09 9/10	Teacher meetings Diagnostic data

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FORMATIVE ASSESSMENT: 3 Week Grades, 6 Week Grades, Semester Grades **SUMMATIVE EVALUATION:** TAKS Reg. A, M, Alt., TELPAS, AEIS, AYP Data

ACTIVITIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
1.1.7 Provide extended day/week ELA tutorials for students with a subject performance indicating a need for additional academic assistance for all students including LEP, Special Ed, At-risk and Migrant	Staff time— Local, 2.66, 1 FTE Title I, 1 FTE SCE, 2 FTE Tutorial Funds—428 and 211, SIP	Principal Tutorial Staff Academic Dean	9/09 – 5/10 9/10 – 5/11	Tutorial schedules Student tutorial rosters Student sign-in rosters
1.1.8 Implement the following strategies to serve the needs of all ELA student populations: Develop a set of culturally relevant writing activities for practice and review for needed writing skills Promote student participations in UIL programs which feature student special interests and skills Provide enriching academic experiences through the inclusion of literature targeted to different student populations Provide students subscriptions to specific interest magazines to encourage reading	UIL contest materials UIL fees Funds – Local Library – Title V HS Allotment-428 WOW Framework Design SIP Academy Grant—276 SIP Funds--211	Principal Teachers UIL Sponsors	9/09 – 5/10 9/10 – 5/11	Student writing samples Lesson plans UIL participant lists
1.1.9 Assess, as needed, computer software and hardware to provide differentiated instruction for student enrichment, remediation, and self-paced study for all students including LEP, Special Ed, At-risk, and Migrant	313 Funds Local Funds Department Chairs HS Allotment-211 SIP TAKS/Alternative Assessment Results Vision 2020 Grant	Principal District Tech Director CTC	8/09 – 6/10 8/10 – 6/11	Department Meetings Purchase Orders
1.1.10 Increase student reading ability through SSR Initiative during class and in-school tutorial times for all students including LEP, Special Ed, At-risk, and Migrant	Staff time—Local,4 FTE; Title I, 1 FTE; SCE,2 FTE; Library—Local, 1 FTE; 285, 1 FTE Materials—Title V, Local	Principal Department Chair	9/09-5/10	Student Grades Student Lexile scores as noted on 08 TAKS
1.1.11 Purchase and implement Rosetta Stone online courseware to assist with language acquisition of LEP students	Staff —1FTE Local Title I Funds	Principal Dept. Chair	9/09-12/09	Program in use in ESL Classes

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PERFORMANCE OBJECTIVE 2: As indicated by 2009 and 2010 results, 70% of PHS students will meet state performance standards as measured by the TAKS Math Tests, or designated alternative assessment, to ensure Adequate Yearly Progress and an Academically Acceptable campus rating.

FORMATIVE ASSESSMENT: Benchmarks, 3 Week Grades, 6 Week Grades, Semester Grades **SUMMATIVE EVALUATION:** TAKS Reg, A, M, Alt., TELPAS, AEIS Data, AYP Data

ACTIVITIES (SIO*)	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
*School Improvement Objective				
1.2.1 * Disaggregate student AEIS data and item analysis to guide instructional goals for all students including LEP, Special Ed, At- risk, and Migrant math students	TAKS/Alternative Asses. TAP Staff Time – Local, 4 FTE: Title 1, 1FTE; SCE, 2 FTE	Principal Academic Dean	8/09 – 9/10 8/10 – 9/11	Lesson plans Principal walkthroughs Disaggregated data
1.2.2 * Provide scientifically research-based diagnostic tools to assess student Math mastery all students including LEP, Special Ed, At-risk and Migrant	Testing Materials Instr. Data Facilitator- 428 WebCatt AEIS IT--411 CSCOPE-Local	Principal Counselors	9/09 –5/10 9/10 – 5/11	Benchmark results Student grades Lesson Plans
1.2.3 * Ensure integration of higher level thinking skills into daily Math instruction for all students including LEP, Special Ed, At- risk, and Migrant	Staff Development--211 Blooms Taxonomy Schletchy WOW Design Framework--Local Focus Questions SIP Academy Grant—276 CSOPE-Local Aca Dean, 285—1 FTE	Principal Department Chair Math Teachers Academic Dean	8/09 – 5/10 8/10 – 5/11	Lesson plans Benchmark test item bank Principal walkthroughs
1.2.4 * Formulate scientifically research-based instructional strategies for Math TEKS objectives not mastered by students on TAKS administration or designated alternative assessment	ESC 20 – 255 TAP TAKS Item Analysis Alt. Assess. Results Research Based Strategies Focus Questions 285—I FTE	Principal Department Chairs Academic Dean	8/09 – 4/10 9/10 – 4/11	Departmental meetings Lesson plans Professional Development Log
1.2.5 Diagnose entry level Math academic skills of each student with an IEP, IAP, or TELPAS and discuss results with the appropriate special programs staff during the first two weeks of instruction	Modifications 504 Campus Coord., SCE ELA--SCE, 3 FTE Local, 2 FTE Title 1, 1 FTE Instr. Data Facilitator-428 Spec Ed—Local, 3 FTE ESL—Local, 1 FTE; 285—1 FTE Staff w/ Migrant students	Principal Math Teachers Special populations coordinators Academic Dean	9/09 9/10	Teacher meetings Diagnostic data IEP's
1.2.6 Develop scope and sequence lesson plans within the math department utilizing multiple resources	CSCOPE TAP Teachers- Local, 4 FTE SCE, 2 FTE Title I, 1 FTE Vision 2020 Grant Instr. Data Facil—428; WOW Design Framework , SIP Academy Grant—276	Principal Department Chair	8/09 – 7/11	Lesson plans Staff Development Agendas Scope and Sequence Documents

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FORMATIVE ASSESSMENT: 3 Week Grades, 6 Week Grades, Semester Grades **SUMMATIVE EVALUATION :** TAKS Reg, A, M, ALT., TELPAS, AEIS Data, AYP

ACTIVITIES (SIO*)	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
*School Improvement Objective 1.2.7 * Incorporate the use of Math manipulative, resource materials and technology equipment to increase student engagement for all learning styles for all students including LEP, Special Ed, At- risk, and Migrant.	Manipulatives Title I-211 CAMT Conference-255 TAP Math Consultant—SIP 211 Substitutes-Local CSCOPE-Local Smart Boards – 411, SIP 211	Principal Department Chair District Technology Director	8/09 – 5/10 9/10 – 5/11	Observations by Principals Lesson plans Purchase and installation of Smart Boards and materials
1.2.8 Analyze student Math performance with graphing calculators and offer tutorials to address proficiency gaps for all students including LEP, Special Ed, At- risk, and Migrant	Graphing Calculators-- 428 Tutorial funds-SIP 211, 428 Laptop Tablets Vision 2020 Grant Tech Support-SIP 211, 411	Principal Math teachers	8/09 – 5/10 8/10 – 5/11	Teacher Assessment of Student Proficiency Department Meetings Tutorial rosters
1.2.9 * Increase utilization of special ed teachers and inclusion aides to assist students needing additional support in the regular education math classroom	Special Ed—Local, 1 FTE Paras—313, 1 FTE Student TAKS and Alternative Assessment Profiles 285—1 FTE	Principal Math teachers Special Ed Inclusion Staff Academic Dean	8/09 – 5/10 9/10 – 5/11	Teacher reports Mainstream Code 40 Special Ed Tchr Schedules Inclusion Aide Schedules
1.2.10 * Increase number of math teacher to reduce student/teacher ratio in Math classes comprised of students at-risk	SCE,2 FTE; Local-4 FTE Title I, 1 FTE Math Consultant—SIP 211 Student TAKS Profiles	Principal Counselors Academic Dean	8/09 – 9/10 8/10 -9/11	Master Schedule Class rosters
1.2.11 * Provide extended day/week Math tutorials for students with a subject performance indicating a need for additional academic assistance for all students including LEP, Special Ed, At- risk, and Migrant	SCE,2 FTE Title I, 1 FTE Local, 4 FTE Math Consultant—SIP 211 Math Tutoring-SIP 211, 428 Extended library hours— 428 and Local Technology-Vision 2020 A Plus Curriculum--Local	Principal Math Teachers Academic Dean	9/09-5/10 9/10 – 5/11	Tutorial schedules Student tutorial rosters Student sign-in sheets

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FORMATIVE ASSESSMENT: Benchmarks, Three Week Grades, Six Week Grades

SUMMATIVE EVALUATION: TAKS Reg., A, and M, TELPAS, AEIS Data, AYP Data

ACTIVITIES (SIO*)	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
*School Improvement Objective				
1.2.12 *Develop individual student profiles, beginning with grade 8, of TAKS/Alternative Assessment results identifying objectives mastered and not mastered for all students including LEP, Special Ed, At- risk, and Migrant	TAKS/Alternative Assessment Results Local—4 FTE Title I, 1 FTE SCE, 2 FTE	Principal Math Teachers	9/09 - 10/10 9/10 – 11/11	Student TAKS profiles
1.2.13 *Provide a common planning/conference period for math teachers to develop lesson plans, analyze student data, and monitor progress.	Counselors-Local--1 FTE , SCE--1 FTE, 428—1 FTE Counselor Sec’y—SCE,1 FTE PEIMS—Local, 1 FTE Aca Dean—285, 1 FTE	Principal Counselors Academic Dean	7/09 7/10	Master Schedule
1.2.14 *Continue to purchase graphing calculators for check out to students to ensure that numbers of calculators equal numbers of all math students	SIP - 211	Principal Math Department Chair	9/09 – 9/10	Purchase orders Summary of calculator check out to students
1.2.15 Provide a double blocked period for Algebra I and Geometry students for all students including LEP, Special Ed, At- risk, and Migrant	Aca Dean 285—1 FTE Counselors—SCE, 1 FTE; 428, 1 FTE; Local, 1 FTE Counselor Sec’y—SCE, 1 FTE PEIMS Clerk-Local, 1 FTE	Principal Academic Dean	9/09 –9/10	Master Schedule
1.2.16 *Create on-line network Math Folder to enable math teachers to exchange and share curriculum, information, and resources	Instructional Data Facilitator—428	Instructional Data Facilitator Math Dept. Chair	10/09	On-line Math Folder
1.2.17*Allocate resources for integration of additional electronic technologies into the math curriculum	TAP Vision 2020 Grant Smart Boards—SIP 211 Tech Support—SIP 211, 411 Instructional Data Facil—428	Math Dept. Chair Tech Department Instructional Data Facilitator	09/09-02/10	Purchase Orders Lesson Plans Principal Walkthroughs

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PERFORMANCE OBJECTIVE 3: As indicated by 2009 and 2010 results, 70% of PHS students will meet state performance standards as measured by the TAKS Science Tests, or designated alternative assessment, to ensure an Academically Acceptable campus rating.
FORMATIVE ASSESSMENT: Benchmarks, 3 Week Grades, 6 Week Grades, Semester Grade **SUMMATIVE EVALUATION:** TAKS Reg, A, and M, TELPAS, AEIS Data, AYP Data

ACTIVITIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
1.3.1 Disaggregate student AEIS data and item analysis to guide Science instructional goals for all students including LEP, Special Ed, At-risk, and Migrant	TAKS/Alternative Asses. Rick Ruland--TAP Staff Time – Local, 3 FTE: Title 1, 1 FTE; SCE, 2 FTE; 285, 1 FTE	Principal Department Chair Academic Dean	8/09 – 9/10 8/10 – 9/11	Lesson plans Principal walkthroughs Disaggregated data
1.3.2 Provide scientifically research-based diagnostic tools to assess student Science mastery for all students including LEP, Special Ed, At-risk, and Migrant	Testing Materials Instr. Data Facilitator- 428 WebCatt AEIS IT-411 CSCOPE-Local	Principal Counselors	8/09 – 5/10 9/10 – 5/11	Assessment tools used Lesson Plans Computer Lab Schedules
1.3.3 Ensure integration of higher level thinking skills into daily Science instruction for all students including LEP, Special Ed, At-risk, and Migrant	Staff Development—211, 255, 276 Blooms Taxonomy Schletchy WOW Design Framework—Local, 276 Focus Questions SIP Academy Grant—276 CSOPE-Local	Principal Department Chair Science Teachers Academic Dean	8/09 – 5/10 9/10 – 5/11	Lesson plans Principal walkthroughs Professional Development Log
1.3.4 Formulate scientifically research-based instructional strategies for identified Science TEKS objectives not mastered by students during previous TAKS administration or designated alternative assessment for all students including LEP, Special Ed, At-risk, and Migrant	ESC 20 – 255 TAP TAKS Item Analysis Alt. Assess. Results Research Based Strategies Focus Questions	Principal Department Chairs Academic Dean	9/09 – 4/10 9/10 – 5/11	Departmental meetings twice per month Lesson plans Professional Development Log
1.3.5 Diagnose entry level Science skills of each student with an IEP, IAP, or TELPAS and discuss results with the appropriate special programs staff during first two weeks of instruction including staff of Migrant students	Modifications 504 Campus Coord., 1 SCE Science SCE, 2 FTE Title I, 1 FTE Local, 3 FTE Instr. Data Facilitator-428 Spec Ed—Local, 3 FTE ESL—Local, 1 FTE	Principal Science Teachers	9/09 9/10	Teacher meetings Diagnostic data
1.3.6 Correlate and relate Science TEKS objectives to life skills and careers	TEKS Objectives Lab supplies—Local, 428, SIP 211 Class materials—Local DKC On-line-269 Career Connections-244 Technology—211, Vision 2020 Grant Field Trips--211	Department Chair Science teachers	9/09 – 5/10 9/10 – 5/11	Lesson plans Principal Walkthroughs

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SUMMATIVE EVALUATION: TAKS Reg A and M, TELPAS, AEIS Data, AYP Data

ACTIVITIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
1.3.7 Offer extended opportunities for performance tasks and laboratory work to enhance student's ability to perform individualized tasks for all students including LEP, Special Ed, At-risk, and Migrant.	Lab supplies-Local, 211, 428 Extended Hours-211, 428 Library-269, Local Staff--Title 1, 1 FTE SCE, 3 FTE Local, 2 FTE	Department Chair Teachers	8/09 – 6/10 9/10 - 6/11	Lesson Plans
1.3.8 Utilize scientifically research-based computer aided instruction and technology in the Science classroom to enhance students higher level thinking skills	Lab materials-Local, SIP TAP Laptop—Vision 2020 Graphing Calculators Wireless—Vision 2020 LCD Projectors—411 Digital Cameras-Vision 2020 Class Printers—Vision 2020 Tech Support-211, 411	Principal CTC Tech Support Science Teachers	9/09 – 5/10 9/10 – 5/11	Lesson plans Computer Lab rosters A Plus Modules
1.3.9 Ensure all Science teachers use the appropriate TEKS/TAKS based vocabulary specific to the instruction and content to increase student retention. Implement cross-curricular where applicable	TEKS/TAKS Objectives ESC 20—211,SIP, 255 Vocabulary terms Instr. Data Facilit.—428 ELA, Math, Social Studies Teachers	Department Chairs Science teachers Math Teachers	9/09 – 5/10 9/10 – 5/11	Weekly lesson plans from content areas Vocabulary-based classroom activities Principal walkthroughs
13.10 Provide additional testing support to identify and assess student mastery of Science objectives based on refined benchmarking	Materials-Local ESC 20—211, SIP, 255 Instr. Data Facilitator-428 Title 1 – 211 Vision 2020 Grant	Principal Department Chairs Lead teacher Academic Dean	8/09-7/10 9/10 – 8/11	Computer lab schedules Lesson Plans Prescriptive modules
1.3.11 Increase number of science teacher to reduce student/teacher ratio in science classes comprised of students at-risk and to address 4X4 curriculum	SCE, 2 FTE; Local, 3FTE Title I, 1 FTE Student TAKS Profiles	Principal Counselors	8/09 – 9/10 8/10 -9/11	Master Schedule Class rosters

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 – 2011**

CAMPUS GOAL 1: All students will meet or exceed state performance standards on the Texas Assessment of Knowledge and Skills or designated alternative assessment
PERFORMANCE OBJECTIVE 3: As indicated by 2009 and 2010 results, 70% of PHS students will meet state performance standards as measured by the TAKS Science Tests, or designated alternative assessment, to ensure an Academically Acceptable campus rating.
FORMATIVE ASSESSMENT: Benchmarks, 3 Week Grades, 6 Week Grades, Semester Grades
SUMMATIVE EVALUATION: TAKS, TAKS Reg, A and M, TELPAS, AEIS Data, AYP Data

ACTIVITIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
1.3.12 Develop individual student profiles, beginning with grade 8, of TAKS/Alternative Assessment results identifying science objectives mastered and not mastered for all students including LEP, Special Ed, At-risk, and Migrant	TAKS/Alternative Assessment Results Staff time—Local, 2 FTE Title I—1 FTE, SCE—2 FTE	Principal Science Teachers	9/09 - 10/09 9/10 – 11/10	Student TAKS profiles
1.3.13 Establish a common planning/conference period for science teachers to develop lesson plans, analyze student data, and monitor progress	Counselors-428, 1 FTE Local, 1 FTE SCE, 1 FTE Counselor’s Sec’y- SCE—1 FTE PEIMS—Local, 1 FTE Aca Dean-285	Principal Counselors Academic Dean	7/09 8/10	Master Schedule
1.3.14 Assign student teaching assistants to science teachers to assist with lab-based activities	Counselors-428, 1 FTE Local, 2 FTE Counselor Sec’y- SCE—1 FTE PEIMS—Local, 1 FTE Senior Level Students University Student Teachers	Principal Counselors	7/09 8/10	Science course completions of students chosen Master Schedule Student Schedules
1.3.15 Allocate resources for additional electronic technologies to provide real-time/real-world data for all students including LEP, Special Ed, At-risk, and Migrant	Funding—Local, 211, 428, SIP 211 Probeware—211 GLOBE—211 Sensors—211 TAP Vision 2020 Grant Virtual Labs	Principal Science Dept. Chair Dist. Tech Director	1/10 – 5/11	Purchase Orders Lesson Plans Student Word

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 - 2011**

CAMPUS GOAL 1: All students will meet or exceed state performance standards on the Texas Assessment of Knowledge and Skills or designated alternative assessment
PERFORMANCE OBJECTIVE 4: As indicated by 2009 and 2010 results, 95% of PHS students will meet state performance standards as measured by the TAKS Social Studies Tests, or designated alternative assessment, to ensure an Academically Acceptable campus rating.
FORMATIVE ASSESSMENT: Benchmarks, 3 Week Grades, 6 Week Grades, Semester Grades
SUMMATIVE EVALUATION: TAKS Reg, A and M, TELPAS, AEIS Data, AYP Data

ACTIVITIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
1.4.1 Disaggregate student AEIS data and item analysis to guide Social Studies instructional goals for all students including LEP, Special Ed, At- risk, and Migrant.	TAKS/Alternative Asses. TAP Staff Time – Local, 6 FTE	Principal	8/09– 9/10 8/10– 9/11	Lesson plans Principal walkthroughs Teacher assessment
1.4.2 Provide scientifically research-based diagnostic tools to assess student Social Studies mastery for all students including LEP, Special Ed, At- risk, and Migrant.	Testing Materials Instr. Data Facilitator- 428 WebCatt AEIS-It--411 CSCOPE-Local	Principal Counselors	9/09 – 6/10 9/10 – 6/11	Lesson Plans Student mastery results Benchmark Tests
1.4.3 Ensure integration of higher level thinking skills into daily Social Studies instruction for all students including LEP, Special Ed, At- risk, and Migrant.	Staff Development—211, 276, 255 Blooms Taxonomy Schletchy WOW Design Framework--Local Focus Questions SIP Academy Grant—276 CSCOPE-Local	Principal Department Chair Science Teachers	8/09– 5/10 9/10 – 5/11	Lesson plans Principal walkthroughs Student projects/products
1.4.4 Formulate scientifically research-based instructional strategies for identified Social Studies TEKS objectives not mastered by students during previous TAKS administration or designated alternative assessment	ESC 20 – 211, 276, 255 TAP TAKS Item Analysis Alt. Assess. Results Research Based Strategies Focus Questions CSCOPE-Local	Principal Department Chairs	8/09 – 5/10 9/10– 5/11	Professional development log Departmental meetings Lesson plans
1.4.5 Diagnose entry level Social Studies skills of each student with an IEP, IAP, or TELPAS and discuss results with the appropriate special programs staff	Modifications 504 Campus Coor., SCE Social Studies- Local, 6 FTE Instr. Data Facilitator-428 Spec Ed—Local, 3 FTE Staff of Migrant Students	Principal Science Teachers	8/09– 9/10 8/10 – 9/11	Diagnostic results Meetings with teachers Conference log
1.4.6 Apply strategies that determine the most effective facilitators of concept and data retention for individual Social Studies students for all students including LEP, Special Ed, At- risk, and Migrant.	TEKS Objectives Staff Development ESC 20-211, 255, 276 Research Based Strategies WOW Framework SIP Academy Grant—276 CSCOPE-Local	Department Chair Social Studies teachers	8/09 – 5/10 9/10– 5/11	Professional development log Weekly lesson plans

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 – 2011**

CAMPUS GOAL 1: All students will meet or exceed state performance standards on the Texas Assessment of Knowledge and Skills or designated alternative assessment
PERFORMANCE OBJECTIVE 4: As indicated by 2009 and 2010 results, 95% of PHS students will meet state performance standards as measured by the TAKS Social Studies Tests, or designated alternative assessment, to ensure an Academically Acceptable campus rating.
FORMATIVE ASSESSMENT: Benchmarks, 3 Week Grades, 6 Week Grades, Semester Grades
SUMMATIVE EVALUATION: TAKS Reg, A and M, TELPAS, AEIS Data, AYP Data

ACTIVITIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
1.4.7 Incorporate daily and weekly current events into the Social Studies curriculum to increase interest and relevancy for all students including LEP, Special Ed, At-risk, and Migrant.	Library Materials— Local, 269 Technology--411 Library Extended Hours—428, Local Channel One Focus Questions	Department Chair Social Studies teachers	9/09 – 5/10 9/10 – 5/11	Principal walkthroughs Teacher assessment
1.4.8 Initiate interdisciplinary strategies and activities with ELA, Science and Social Studies to allow for support and incorporation of cross-discipline TEKS	TEKS Objectives for content areas TAP Tchrs—Local, 13 FTE, Title I, 2 FTE SCE, 4 FTE ESC 20—211, 255, 276 Schlechty Center--276 WOW Framework	ELA Department Chair Social St. Dept. Chair Science Dept. Chair	9/09 – 5/10 9/10 – 5/11	Record of teacher meetings Assessments reflecting incorporation of TEKS Lesson Plans
1.4.9 Assess, as needed, computer software to provide differentiated instruction for student enrichment, remediation, and self-paced study for all students including LEP, Special Ed, At-risk, and Migrant..	Funds – 411, Local CTC-Local Tech Support-211, 411 Software vendors DKC On-line—269 A Plus Curriculum Vision 2020 Grant	Principal District Tech Director CTC Campus Tech Support	9/09 – 5/10 9/10 – 5/11	Current software fees Correlation of software to state standards Accessibility of software to all students Student work

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 – 2011**

CAMPUS GOAL 2: Pearsall High School will foster a climate of high expectations for all students

PERFORMANCE OBJECTIVE 1: As indicated by 2009 and 2010 data, content specific staff development will reduce performance gaps of student groups

FORMATIVE ASSESSMENT: Benchmarks, 3 Week Grades, 6 Week Grades, Semester Grades

SUMMATIVE EVALUATION: Staff Development Records, Surveys, AEIS data, AYP data

ACTIVITIES (SIO*)	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
*School Improvement Objective				
2.1.1 * Ensure professional and para-professional staff meet NCLB Highly Qualified requirements	CPE Certification fees/costs- 255 funding ESC 20 TOPP Program Local universities	Principal	8/10-7/11	Transcripts of completed courses Highly qualified status Certifications
2.1.2 Maintain effort to retain and increase percentage of Highly Qualified personnel	CPE--Local Monetary Incentives- Local Competitive salaries	Principal	8/10 -7/11	Transcripts of completed courses Highly qualified status Certifications
2.1.3 * Provide professional development to increase knowledge of effective instructional strategies that strengthen the academic program for all students, including Special Ed, LEP, At-risk and Migrant such as the 5E Model, Differentiated Instruction, and WOW Framework Design. ELPS, and SIOP	Books-Title I SIP On-line tutorials--Local Presenters-Local Ind. Consultant—211, 276 TAP ESC 20—211, 255 SIP Academy Grant—276 Vision 2020 Grant	Principal Department Chairs	8/09 – 5/10 8/10 – 5/11	Professional development log CPE Certificates
2.1.4 Provide 30 hours of G/T training for teachers and 6 hour updates as needed	ESC 20-211, 255 Staff time-Local Subs--Local	Principal Department Chairs	8/09– 5/10 8/10 – 5/11	Professional development log CPE Certificates
2.1.5 Provide training in reading strategies addressing content-specific material	ESC training-211, 244 Staff Time-Local Consultants Lexile Framework	Principal	8/09– 5/10 8/10 – 5/11	Staff development records Principal walkthroughs
2.1.6 * Provide ongoing opportunities for administrative staff to review program data for campus planning and staffing.	Administrative Retreats Conferences Funding—Local, 211 ESC 20-211 SIRC SIP Academy Grant-276	Principals	6/09 – 9/10 6/10 – 9/11	Agendas of sessions Purchase Orders
2.1.7 Use technology training to enhance curriculum and instruction	Gradespeed-262 Tech Support-SIP 211, 411 ESC 20 Presenters TA TEKS Vision 2020 Grant	Principal CTC District Tech Director Campus Tech Support	9/09 – 8/11	Log of training sessions Principal observations

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 - 2011**

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FORMATIVE ASSESSMENT: Benchmarks, 3 Week Grades, 6 Week Grades, Semester Grades

SUMMATIVE EVALUATION: Staff Development Records, Surveys, AEIS data, AYP data

ACTIVITIES (SIO*) *School Improvement Objective	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
2.1.8 * Implement PHS Student Mentor Program in which teachers and paraprofessionals serve as mentors for all students, including Special Ed, LEP, At-risk and Migrant, students	Staff-Local FTE's SCE, 7 FTE Title I, 3 FTE 313, 1 FTE 428, 2 FTE	Principal Assistant Principals Counselors	9/09 – 5/10	Log of visits Student feedback Parent feedback Email Communication Mentor/Mentee Roster
2.1.9 * Provide training in differentiating instruction in the general education setting to support all learners including Special Ed, LEP, At-risk and Migrant,	ESC 20-211 Counselors- Local, 1 FTE; SCE, 1 FTE 428, 1 FTE Title 1 Funding IDEA B Funding Staff time-Local FTE's WOW Framework SIP Academy Grant—276 Vision 2020 Grant TAP	Principal District 504 Coordinator District Special Ed Director	8/09– 7/11	Professional development log Teacher observation Walkthroughs Increased numbers of students in mainstream setting, Code 40
2.1.10 * Provide support for new staff, inexperienced staff, and teachers in need of assistance through PHS Teacher Mentor Program	Program Coordinator Stipend--Local Title 1 Funding Mentor Stipends-Local Mentors Library—269 Supplies--Local	Principal Mentor Program Coordinator	8/09 – 7/11	Walkthroughs Staff retention rate Teacher Surveys
2.1.11 Create and fill Academic Dean position to monitor academics, staff development, develop programs to increase academic rigor, and ensure implementation of District initiatives	SIP ARRA 285	District HR Principal	8/09-9/09	Position filled
2.1.12 Create and fill Library Aide position to support and assist students and faculty with academic endeavors	SIP ARRA 285	District HR Principal	8/09-10/09	Position filled

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 - 2011**

CAMPUS GOAL 2: Pearsall High School will foster a climate of high expectations for all students

PERFORMANCE OBJECTIVE 2: Students will be engaged in academic challenge to increase enrollment in post-secondary education

FORMATIVE ASSESSMENT: Benchmarks, 3 Week Grades, 6 Week Grades, Semester Grades

SUMMATIVE EVALUATION: Development Records, Surveys, AEIS, PSAT, SAT, ACT, THEA, Accu-Placer

ACTIVITIES (SIO*)	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
*School Improvement Objective				
2.2.1* Analyze data and curriculum for prioritized targets of academic challenge	TAKS Reg A and M TELPAS, PSAT, SAT, ACT, THEA, AP Staff Time-Local, 285 SIP Academy Grant—276	Principal Counselors Pre-AP/AP/DC/ GT Teachers Academic Dean	9/09 – 5/10 9/10 – 5/11	Results of analysis Course offerings for 2008-09, 2009-10
2.2.2 * Increase methods of delivery service of classes to students	DLC classes—428 Correspondence courses— Local Self-paced studies Credit by Exam—Local Flexible Scheduling Computer-based Instr.	Principal Counselors Academic Dean	8/09 – 5/10 8/10 - 5/11	Students surveys Pre-registration Budget projections
2.2.3 Increase number of Distinguished Achievement Program graduates for all students, including Special Ed, LEP, At-risk and Migrant	DC tuition/fees—428 DC textbooks—428 College Entrance Exam--428 Student 4-year plans Counselors—428, 1 FTE Local, 2 FTE ; 285, 1 FTE	Principal Counselors Academic Dean	9/09 – 5/10 9/10 – 5/11	Annual review of student 4 year plans Dual Credit enrollment numbers
2.2.4 Beginning with grade 9, students and parents will be kept updated of graduation requirements for post-secondary education	Brochures College Handbooks PHS Website-411 Counselor—Local, 428 Title I Meetings	Principal Counselors CTC	9/08 – 9/10	Individual Graduation Plans Records of contacts Hits to website
2.2.5 Increase research-based strategies to increase student performance for all students, including Special Ed, LEP, At-risk and Migrant	ESC 20--211 AP Training-255 G/T Stipends-Local Lexile Framework CSCOPE--Local Vision 2020 Grant SIP Academy Grant—276	Principal Department Chairs	9/08 – 9/10	Lesson plans Principal Walkthroughs
2.2.6* Increase the number of students enrolled in dual credit classes by providing financial assistance students for all students including Special Ed, LEP, At-risk and Migrant	Fund for tuition, books, testing fees—428 Counselor/Secy-Local 2FTE Aca Dean--285	Principal Counselors Academic Dean	9/08 – 5/09 9/09 – 5/10	Numbers of students enrolled Budget Expenditures
2.2.7 Increase the number of students taking THEA, Accu-Placer, AP, Credit-by-Exam by providing financial assistance to students	College entrance exams Fees— 428 Counselors—1 SCE: 1 Local Aca Dean-285	Principal Counselors Academic Dean	9/08 – 5/09 9/09 – 5/10	Committee recommendations Numbers of students taking exams

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009– 2011**

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PERFORMANCE OBJECTIVE 2: Students will be engaged in academic challenge to increase enrollment in post-secondary education

FORMATIVE ASSESSMENT: Benchmarks, 3 Week Grades, 6 Week Grades, Semester Grades

SUMMATIVE EVALUATION: Staff Development Records, Surveys, AEIS, PSAT, SAT, ACT, THEA, Accuplacer

ACTIVITIES (SIO*)	RESOURCES	PERSON(S) RESPONSIBL	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
*School Improvement Objective 2.2.8 Provide students and parents opportunities to attend College Days, Career Fairs, and college visitation days	Colleges Universities Tech/Trade schools Transportation-Local, Title I, Pt. C, 211 SIP Classroom Presentations Substitutes--Local	Principal Counselors	9/09 – 5/10 9/10 – 5/11	College Interest Surveys Career Interest Surveys Media coverage College Visit documentation
2.2.9 Provide parents and students with timely information regarding deadlines and availability of scholarships for all students including Special Ed, LEP, At-risk and Migrant	Colleges/Universities Tech/Trade schools Community On-line Resources Counselors- 1Local FTE, 428—1 FTE; SCE, 1 FTE Counsel. Sec’y-1 SCE	Counselors	9/09 – 5/10 9/10– 5/11	Log of information disseminated to students and parents Sign-in sheets/agendas
2.2.10 Provide professional development opportunities for Counselors	ESC 20-199 Title 1—211 Conferences—199, 211 Universities, Colleges	Counselors Principal	8/09 - 7/11	Registration Counselor presentations Conference Registration
2.2.11 Maintain data on numbers of students enrolled in post-secondary education	Staff Time-285, Local Counsel. Sec’y—1 SCE PHS Website On-line Survey PHS Website—Alumni Link College Board Website	Counselors Principal Senior Class Sponsors Academic Dean CTE Teacher	5/10 5/11	Data received from surveys Data from College Board Report

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 - 2011**

CAMPUS GOAL 3: PHS will provide a safe and orderly environment that encourages and creates opportunities for student success

PERFORMANCE OBJECTIVE 1: As indicated by 2009 and 2010 data, all student groups will maintain 95% attendance

FORMATIVE EVALUATION: Weekly attendance summaries for all students and for all student groups

SUMMATIVE EVALUATION: AEIS, PEIMS

ACTIVITIES (SIO*)	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
*School Improvement Objective				
3.1.1 Begin early identification of students with attendance concerns for all students including Special Ed, LEP, At-risk and Migrant	Attendance Reports Truancy—428, 1 FTE Attendance Sec’y-Local, 1 FTE Asst. Princip-SCE, 2 FTE Social Worker—285, 1 FTE	Principal Attendance Committee	9/09– 5/10 9/10– 5/11	Daily review of student attendance
3.1.2 * Increase home visits to parents of students with attendance concerns for all students including Special Ed, LEP, At-risk and Migrant	Truancy—428, 1 FTE Counselors-Local, 428, SCE Asst. Princip-SCE, 2 FTE Social Workers—285, 1 FTE, SCE—1 FTE	Principal Attendance Committee	9/09 – 5/10 9/10 – 5/11	Log of home visits
3.1.3 * Provide counseling and support services for student and parents with attendance concerns for all students including Special Ed, LEP, At-risk and Migrant	Counselors- Local, 1 FTE; 428, 1 FTE; SCE, 1 FTE Community Resources School Nurse-SCE, 1 FTE Social Workers—285, 1 FTE,; SCE—1 FTE	Principal Counselors School Nurse	9/09 – 5/10 9/10 – 5/1	Counselor Log of services Principal/Parent Conferences Teacher/Parent Conferences
3.1.4 Provide opportunities for students to recover attendance and credit lost for all students including Special Ed, LEP, At-risk and Migrant	Credit Recovery Lab- Local, 428 Extended Day School-211, 428 Saturday School-Local, 428 Community Service	Principal Counselor Lab facilitator	09/09– 8/11	Attendance Roster Credits Recovered Numbers of students advancing to next grade level
3.1.5 Provide transition activities for incoming freshman	Welcome Items--Local 8 th Grade Orientation and Course Scheduling Fish Camp--Local Staff Time-Local Counselors-Local, 1FTE; 428, 1 FTE; SCE, 1 FTE	Principal Counselors	08/09 – 11/09 8/10 – 11/10	Agenda for orientation Sign-in sheets Course schedules
3.1.6 Develop incentives to foster regular attendance for all students including Special Ed, LEP, At-risk and Migrant	Business donations Community Sponsored Attendance Fest Student Activity Fund Transportation—Local Student Proposed Incentives	Principals Counselors Attendance Review Committee	End of each six weeks grading period	Attendance rosters Student participation Attendance Review Committee Agendas Description of Activities

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 - 2011**

CAMPUS GOAL 3: PHS will provide a safe and orderly environment that encourages and creates opportunities for student success

PERFORMANCE OBJECTIVE 2: As indicated by 2009 and 2010 results, Student Code of Conduct Discipline referral totals will be reduced in total numbers and in frequency of individual reoccurrences.

FORMATIVE EVALUATION: Three week summaries of discipline reports by total numbers and by student

SUMMATIVE EVALUATION: AEIS, PEIMS, Counseling Logs

ACTIVITIES (SIO*) *School Improvement Objective	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
3.2.1 * Provide counseling services and training in conflict resolution and chain of command to students and parents to address discipline issues	Counselors-1,Local, 1-428, 1 SCE Materials needed Community Resources Social Workers-Local, 285 School Nurse-SCE, 1 FTE Principals—SCE, 2 FTE Local—1 FTE SRO—Local	Principal Counselor School Nurse	9/09 – 5/10 9/10 – 5/11	Log of sessions with parents and students Number of discipline referrals after sessions Decrease in discretionary DAEP special ed
3.2.2 Install security lighting and surveillance camera in identified areas and replace as needed	Lighting—Local Camera - local	Principal Maintenance Staff	12/09– 05/10	Number of incidents prior to installation of lights Number of incidents after installation of lights
3.2.3 Initiate immediate contact and communication with parents of students receiving discipline referrals for all students including Special Ed, LEP, At-risk and Migrant	Staff time- Local Asst Princip—SCE, 2 FTE Local—1 FTE Mailing budget--Local Transportation Truancy Officer—428, 1 FTE SRO—Local	Principal Counselor Referring Staff Truancy Officer	9/09 – 5/10 9/10 – 5/11	Log of phone calls, parent contacts at home, and parent conferences at school
3.2.4 Contact and communicate with appropriate community agencies regarding student discipline issues when determined necessary by persons responsible	SRO--Local Frio County Juvenile TPRS MHMR Justice of Peace Office Staff Time—Local, SCE, 285, 428	Principals Counselors School Nurse	9/09-7/11	Documentation of contacts Weekly Discipline Reports JJAEP Attendance Summaries
3.2.5 Conduct contraband detection through canine searches	Global-Local SRO—Local Frio County Juvenile School Nurse-SCE, 1 FTE	Assistant Principals— Local, 1FTE SCE, 1 FTE	9/09 – 5/10 9/10– 5/11	Numbers of alerts and detections Discipline Referrals
3.2.6 Conduct Random Drug Testing for Athletics and other students who participate in extra-curricular activities	Funding—204 Pinnacle	School Nurse	9/09– 5/10 9/10 – 5/11	Log of drug testing dates and number of students testing positive

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 - 2011**

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PERFORMANCE OBJECTIVE 2: As indicated by 2009 and 2010 results, Student Code of Conduct Discipline referral totals will be reduced in number and in frequency of individual reoccurrences.

FORMATIVE EVALUATION: Three week summaries of discipline reports by total numbers and by student **SUMMATIVE EVALUATION:** AEIS, PEIMS, Counseling Logs

ACTIVITIES (SIO*)	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
*School Improvement Objective				
3.2.7 Provide DAEP and JJAEP for student placement	Staff-Local Facilities Transportation-Local	Principal	8/09 – 8/11	Discipline referrals Numbers of students returning to DAEP, JJAEP
3.2.8 Coordinate student activities to encourage and support positive decisions and behaviors for all students including Special Ed, LEP, At-risk and Migrant	SADD Club Counselors- Local, 428 --3 FTE Red Ribbon Week--local Social Worker—285 1 FTE; SCE—1 FTE Rachel’s Challenge--428	Principal Counselors	8/09– 5/10 8/10 – 5/11	Activities Agenda Student evaluations of presentations
3.2.9 Promote positive behavior by providing student education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying and violence for all students including Special Ed, LEP, At-risk and Migrant	Counselors-SCE, Local, 428 --3 FTE Teachers S. Tex. Rural Health Keeping It Real Curr Social Worker-Local, 1 FTE and 1 SCE Rachel’s Challenge	Principal	8/09– 5/10 8/10 – 5/11	Lesson plans Teacher Observations
3.2.10 * Provide staff training to assist in developing and implementing strategies and prevention-based interventions to enhance the capacity to educate all students especially those with challenging behaviors	ESC 20-211 and local 313 Funding WOW Framework-276 Schlechty Center for School Reform—276	Principal Counselors	8/09– 5/10 8/10 – 5/11	Professional development log
3.2.11 * Create extended day/week settings to reduce lost instructional time resulting from student placements in ISS for minor code of conduct infractions	Saturday School Staff time—local, 428	Principal Assistant Principals	09/09-05/11	Daily Attendance Reports Teacher Referrals Saturday School Attendance rosters

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 -2011**

CAMPUS GOAL 3: PHS will provide a safe and orderly environment that encourages and creates opportunities for student success

PERFORMANCE OBJECTIVE 3: As indicated by 2009 and 2010 results, PHS drop-out rate will be below the state and campus group averages

FORMATIVE EVALUATION: Three Week Entry/Withdrawal Summaries; weekly tracking of withdrawn students via PET files

SUMMATIVE EVALUATION: AEIS, PEIMS

ACTIVITIES (SIO*) *School Improvement Objective	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
3.3.1 * Provide counseling services to teen parents.	Pregnancy Education Program (PEP)- 394, 211 PEP Child Care Center Social Worker- 285, 1 FTE; SCE, 1 FTE; Counselors-1, Local; 1, 428; 1, SCE	Counselors PEP Center Director	8/09– 5/10 8/10 – 5/11	Documentation/contact logs, Parenting sessions
3.3.2 Provide Home Bound and Pregnancy Related Services	Materials—Local Staff time-Local, SCE IDEA B Funding	Homebound Teacher Campus Special Ed Coordinator	8/09– 5/10 8/10 – 5/11	Documentation of number of visits Progression of work and grades
3.3.3 Provide contact hours, as necessary, for students incarcerated within district boundaries	Materials IDEA B Funding 199 funding Title 1 Funds	Principal Teacher Campus Special Ed Coordinator	8/09– 5/10 8/10 – 5/11	Documentation of number of visits Progression of work and grades
3.3.4 * Extended day and extended week tutorials will be offered in the four core curriculum areas to students identified as at-risk for failing including Special Ed, LEP, At-risk and Migrant,students	Staff—Local SCE, 6 FTE Title I, 3 FTE Snacks—SIP 211 A Plus Curriculum--Local Vision 2020 Grant	Principal Counselor Academic Dean	8/09– 5/10 8/10 – 5/11	Budget Expenditures Rosters of students assigned Tutorial sign-in rosters
3.3.5* Identify previous drop-outs and initiate drop-out recovery attempts.	Truancy Off.—428, 1 FTE Counselors-1, Local; 1, 428 1, SCE--3 FTE Credit Recovery Hours- 428,211 Special Programs PEP PET Files	Principal Counselor Truancy Officer PEIMS Clerk Social Worker	8/09– 5/10 8/10 – 5/11	Identified drop-outs Contacts with students Enrollment verification

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 – 2011**

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PERFORMANCE OBJECTIVE 3: As indicated by 2008 and 2009 results, PHS drop-out rate will be below the state and campus group averages
FORMATIVE EVALUATION: Three Week Entry/Withdrawal Summaries; weekly tracking of withdrawn students via PET files
SUMMATIVE EVALUATION: AEIS, PEIMS

ACTIVITIES (SIO*) *School Improvement Objective	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
3.3.7 Expand opportunities opportunities to participate in co-curricular activities through formation of organizations/clubs targeting student interests for all students including Special Ed, LEP, At-risk and Migrant,students	Funds for activities Staff sponsors	Principal Sponsors	9/09 – 5/10 9/10 – 5/11	Student interest Agendas of meetings
3.3.8 Implement early identification of students at risk of dropping out and students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards and provide effective, timely additional assistance in the form of intervention strategies based on scientifically-based research for all students including Special Ed, LEP, At-risk and Migrant,students	Counseling Credit Recovery—428 After School Tutorial— 428, SIP 211 Mentoring Extended Week School— 428 Staff—Local Title I, 3 FTE SEC, 6 FTE Schlechty Center—276 SIP Academy Grant-276 Vision 2020 Grant Migrant Student Staff	Principal Counselors School Nurse Academic Dean	9/09 - 7/10 9/10 – 7/11	Counseling logs IGP Contacts with students Lesson plans
3.3.9 * Encourage students to continue in school by providing a career-adaptive curricula for all students including Special Ed, LEP, At-risk and Migrant,students	CTE Courses CTE Certifications-244 ESC 20-211, 255 Careers Interest Survey CP—Local Counselors-Local, 428, SCE--3 FTE VAC, CBI—313	Principal Counselors VAC Coordinator CP Teacher Academic Dean	8/09 – 5/10 8/10 – 5/11	Master Schedule Review of student four year plans Student schedules
3.3.10 Track and monitor students expelled to JJAEP	JJAEP Attendance Summaries Frio County Juvenile SRO—Local Truancy Officer-428 Social Workers-SCE, 285	Principal PEIMS Clerk Truancy Officer Social Worker	08/09 – 08/11	Weekly reviews of successful completion of days

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 – 2011**

CAMPUS GOAL 3: PHS will provide a safe and orderly environment that encourages and creates opportunities for student success

PERFORMANCE OBJECTIVE 4: Parental involvement will increase in both number of participants and frequency of participation

FORMATIVE EVALUATION: Numbers of opportunities for involvement; parent/community input at site-based meetings

SUMMATIVE EVALUATION: Surveys, Record of Activities

ACTIVITIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLMENTATION
3.4.1 Create an on-line parent newsletter with regular updates at PHS Webpage	Technology Staff Time—Local, 1 FTE Tech Support—211, 411 Staff—428, 1 FTE CTC	Principal Counselor CTC	8/09– 5/11	Weekly articles Parent assessment
3.4.2 Implement ongoing activities to reward and recognize student achievement and attendance	Local Newspaper School Board CEIC Assemblies Certificate Plaques, Medals-Local Staff time—Local	Principal Counselors Teachers Attendance Clerk Academic Dean	End of six weeks and semesters	Number of students recognized Number of parents attending activities Sign-in sheets
3.4.3 Varied times and places for activities involving parents will be considered in order to maximize opportunities for parents to participate	School facilities Community facilities Title I Funds Staff Time-Local	Principal Activity Sponsor	8/09– 5/11	Parent assessment Record of meetings/activities Numbers attending
3.4.4 Increase the number of teacher/parent conferences/contacts not related to academic or discipline issues but as a support mechanism for the school and for the parent.	Teacher conference periods Electronic e-mail Phone access Staff Time-Local, 211, SCE, 428, 285, 313	Principal Teachers	9/09 – 5/10 9/10 – 5/11	Documentation of conferences
3.4.5 Seek opportunities to more actively involve parents at school and to involve the school in the community	Freshman Orientation Hot Dog Fiesta—Local 3 Week Grade Report Pickup Open House Awards Assembly-Local Parent Nights Community Sponsored activities Title I Funds	Principal Counselor Department Chairs Academic Dean	9/09 – 5/10 9/10 – 5/11	Records of activities Parent feedback

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 – 2011**

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PERFORMANCE OBJECTIVE 4: Parental involvement will increase in both number of participants and frequency of participation.

FORMATIVE EVALUATION: Numbers of opportunities for involvement; parent/community input and assessment at site-based meetings

SUMMATIVE EVALUATION: Surveys, Records of Activities

ACTIVITIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
3.4.6 Offer Distance Learning Classes and college-level classes on expansion campus targeting community educational and job skill needs	Expansion Campus— Local Southwest Texas Junior College	District Tech Director Principal College Staff Academic Dean	9/09 - 9/11	Student schedules Identified job skills
3.4.7 Provide notice to parents with regard to school improvement status, public school choice, and Supplemental educational services.	NCLB guideline ESC 20 technical Assistance—211 TECS Consultant—Local Postage—211 Staff time—Local, 211 PHS Website	Principal	8/09 8/10	TEA Notification Letter sent Master mailing list
3.4.8 Target opportunities for PHS alumni and college graduates to provide support and information to students about post-secondary education/career opportunities	PHS Alumni Counselors-SCE, Local, 428 --3 FTE County/Local College Alumni Groups	Principal Counselors	10/09 -5/10 10/09 -5/11	Student applications colleges Students career interests
3.4.9 Develop on-line parent survey and invite parents to complete in office while waiting for appointments	Instr. Data Facilitator— 428	Principal Office Staff	1/10-5/10	On-line survey Parent log-ons

**PEARSALL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009 – 2011**

CAMPUS GOAL 4: Ensure that all of the programs are operated in an effective and efficient manner

PERFORMANCE OBJECTIVE 1: Maintain effort as required by law.

FORMATIVE EVALUATION: Weekly review of campus expenditures

SUMMATIVE EVALUATION: Final Expenditure Report; Title I Annual Evaluation; SCE Final Evaluation

ACTIVITIES (SIO*) *School Improvement Objective	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES START/END	EVIDENCE OF IMPLEMENTATION
4.1.1 * Provide ongoing training for staff to ensure compliance with policies, procedures, and timelines of Federal, State, and local programs.	ESC 20-255 Consultants Professional Organizations-199 Conferences-255	Administrators Staff responsible for such programs	7/09 – 6/10 6/10 – 6/11	Attendance Agendas Monthly reports Annual reports
4.1.2 *Analyze and revise campus budget as needed so resources are more effectively allocated to activities likely to increase student achievement	Asst. Superintendent of Finance Special Programs Dir. Strategies/methods proven effective Funds—Local, 211, 255, SCE, 276	Principal Academic Dean Dept. Chairs	8/09-8/11	Monthly campus expenditure reports Benchmark results Three Week Grade Reports
4.1.3 *Create a budget plan using funding guidelines with regard to public school choice and transportation	Title I Guidelines Title I, Part A Funds Asst. Superintendent of Finance TECS Consultant	Special Programs Dir. Asst. Superintendent of Finance	8/09 8/10	Budget
4.1.4 Implement staffing efficiency review	Master Schedules PEIMS Data PEIMS Coordinator Campus Budget Asst. Superintendent of Finance	Principal	2/09 – 5/09 2/10 – 5/10	Teacher/Student Ratios Number of Preps per teacher Projected Student Enrollment Projected Course Offerings

**School Improvement Addendum
Pearsall High School Campus Improvement Plan
2008-2010**

The specific academic issue(s) will be addressed at Pearsall High School to meet AYP standards for the second year:

Reading/English Language Arts list group(s) below		Mathematics list group(s) below		Graduation Rate-70% (list rate below)
Performance-60%	Participation-95%	Performance-50%	Participation-95%	67.8%
NA	NA	All 45% w/ TPM 65% Hisp 44% w/ TPM 65% Eco Dis 35% TPM 59%	NA	

The following policies and practices concerning Pearsall High School's core academic subjects have the greatest likelihood of ensuring that all groups of students (all public school students, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency) enrolled in the school will meet the state's proficient level of achievement on the state academic assessment by the end of school year 2013-2014.

SCHOOL IMPROVEMENT POLICIES/PRACTICES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1.2.1 * Disaggregate student AEIS data and item analysis to guide instructional goals for all students including LEP, Special Ed, At-risk, and Migrant math students	TAKS/Alternative Asses. TAP Staff Time – Local, 4 FTE: Title 1, 1FTE; SCE, 2 FTE	Principal Academic Dean	8/09 – 9/10 8/10 – 9/11	Benchmarks, Three Week Grades, Six Week Grades
1.2.2 * Provide scientifically research-based diagnostic tools to assess student Math mastery all students including LEP, Special Ed, At-risk and Migrant	Testing Materials Instr. Data Facilitator- 428 WebCatt AEIS IT--411 CSOPE-Local	Principal Counselors	9/09 – 5/10 9/10 – 5/11	Benchmarks, Three Week Grades, Six Week Grades
1.2.3 * Ensure integration of higher level thinking skills into daily Math instruction for all students including LEP, Special Ed, At-risk, and Migrant	Staff Development--211 Blooms Taxonomy Schletchy WOW Design Framework--Local Focus Questions SIP Academy Grant—276 CSOPE-Local Aca Dean, 285—1 FTE	Principal Department Chair Math Teachers Academic Dean	8/09 – 5/10 8/10 – 5/11	Benchmarks, Three Week Grades, Six Week Grades
1.2.4 * Formulate scientifically research-based instructional strategies for Math TEKS objectives not mastered by students on TAKS administration or designated alternative assessment	ESC 20 – 255 TAP TAKS Item Analysis Alt. Assess. Results Research Based Strategies Focus Questions 285—I FTE	Principal Department Chairs Academic Dean 33 -	8/09 – 4/10 9/10 – 4/11	Benchmarks, Three Week Grades, Six Week Grades

SCHOOL IMPROVEMENT POLICIES/PRACTICES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1.2.5 Diagnose entry level Math academic skills of each student with an IEP, IAP, or TELPAS and discuss results with the appropriate special programs staff during the first two weeks of instruction	Modifications 504 Campus Coord., SCE ELA--SCE, 3 FTE Local, 2 FTE Title 1, 1 FTE Instr. Data Facilitator-428 Spec Ed—Local, 3 FTE ESL—Local, 1 FTE; 285—1 FTE Staff w/ Migrant students	Principal Math Teachers Special populations coordinators Academic Dean	9/09 9/10	Benchmarks, Three Week Grades, Six Week Grades
1.2.6 Develop scope and sequence lesson plans within the math department utilizing multiple resources	CSCOPE TAP Teachers- Local, 4 FTE SCE, 2 FTE Title I, 1 FTE Vision 2020 Grant Instr. Data Facil—428; WOW Design Framework , SIP Academy Grant—276	Principal Department Chair	8/09 – 7/11	Benchmarks, Three Week Grades, Six Week Grades
1.2.7 * Incorporate the use of Math manipulative, resource materials and technology equipment to increase student engagement for all learning styles for all students including LEP, Special Ed, At- risk, and Migrant.	Manipulatives Title I-211 CAMT Conference-255 TAP Math Consultant—SIP 211 Substitutes-Local CSCOPE-Local Smart Boards – 411, SIP 211	Principal Department Chair District Technology Director	8/09 – 5/10 9/10 – 5/11	Benchmarks, Three Week Grades, Six Week Grades
1.2.8 Analyze student Math performance with graphing calculators and offer tutorials to address proficiency gaps for all students including LEP, Special Ed, At- risk, and Migrant	Graphing Calculators-- 428 Tutorial funds-SIP 211, 428 Laptop Tablets Vision 2020 Grant Tech Support-SIP 211, 411	Principal Math teachers	8/09 – 5/10 8/10 – 5/11	Benchmarks, Three Week Grades, Six Week Grades
1.2.9 * Increase utilization of special ed teachers and inclusion aides to assist students needing additional support in the regular education math classroom	Special Ed—Local, 1 FTE Paras—313, 1 FTE Student TAKS and Alternative Assessment Profiles 285—1 FTE	Principal Math teachers Special Ed Inclusion Staff Academic Dean	8/09 – 5/10 9/10 – 5/11	Benchmarks, Three Week Grades, Six Week Grades
1.2.10 * Increase number of math teacher to reduce student/teacher ratio in Math classes comprised of students at-risk	SCE,2 FTE; Local-4 FTE Title I, FTE Math Consultant—SIP 211 Student TAKS Profiles	Principal Counselors Academic Dean	8/09 – 9/10 8/10 -9/11	Benchmarks, Three Week Grades, Six Week Grades
1.2.11 * Provide extended day/week Math tutorials for students with a subject performance indicating a need for additional academic assistance for all students including LEP, Special Ed, At- risk, and Migrant	SCE,2 FTE Title I, 1 FTE Local, 4 FTE Math Consultant—SIP 211 Math Tutoring-SIP 211, 428 Extended library hours— 428 and Local Technology-Vision 2020 A Plus Curriculum--Local	Principal Math Teachers Academic Dean	9/09-5/10 9/10 – 5/11	Benchmarks, Three Week Grades, Six Week Grades

Pearsall High School will spend not less than 10 percent of the Title I, Part A campus allocation of \$ 205, 428.00 for each fiscal year that the campus is identified in improvement status for providing to the teachers and principal high-quality professional development that:

1. directly addresses the academic achievement problem that caused the school to not meet AYP;
2. meets the requirements for professional development activities specified under section 1119; and
3. is provided in a manner that affords increased opportunity for participating in that professional development

PROFESSIONAL DEVELOPMENT ACTIVITY	PERSONNEL ATTENDING (#Teachers/#Administrators)	FUND SOURCE (as % age of campus Title I allocation)	TIMELINE	ACADEMIC ACHIEVEMENT PROBLEM ADDRESSED
Schlechty Center for School Reform: WOW Framework-- On-site (12-15 days) WOW Conferences (2-3 per year) Teacher Leader Conferences (1) Key Leader Conferences (1)	54 Teachers 6 Paraprofessionals 4 Administrators TAP (Attending varied sessions throughout the school year)	SIP Academy Grant \$58,631.46	June 3, 2008 to June 30, 2010	Lesson design focused on providing content-rich, engaging schoolwork that nurtures attention, commitment, and addresses hard-to-teach, difficult-to-learn concepts
C-Scope State Conference	4 Teachers 1 Administrator	SIP Funds	June 23-24, 2009	Assistance with understanding and implementation of CScope curriculum in core areas.
Technology Immersion-- In-class consultation, coaching and mentoring in pedagogy and technology immersion support	13 Teachers 2 Administrators	Vision 2020 Grant \$41,400 (2008-09)	August 2008 to July 2010	Linking Schlechty curriculum and lesson qualities into a technology rich environment
5E Lesson Model Workshop	54 Teachers 6 Paraprofessionals 3 Administrators	Local Title 1 Funds Contracted services included in C-Scope acquisition	August 19, 2009	To explore geometric concepts and use research-based instructional strategies
SIP Intro Meeting and Conference	1 Administrator 2 Math Teachers	SIP Funds	Sept. 29-Nov. 1, 2009	To assist with SI process Gain knowledge in area of math curriculum and instruction.
CAMT Conference	3 Teachers	Local Title 1 Funds	July 2009	To gain information and knowledge on best practices for math instruction.
Promethean Board Training	9 Teachers 3 Paraprofessionals 1 TAP	411 Technology Funds	November 13, 2009	To assist teachers in using the Promethean Boards for math instruction.

Below are specific annual, measurable Math objectives for continuous and substantial progress by each group of students—all public school students, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency—to meet the state’s proficient level of achievement on the state academic assessment by the end of school year 2013-2014.

MATH

*Actual passing standard followed by TPM in parenthesis

All Students

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
45%	58%	45 (65)	67%		75%		83%		92%		100%	

African American

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
NA	58%	NA	67%		75%		83%		92%		100%	

Hispanic

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
41%	58%	44 (65)	67%		75%		83%		92%		100%	

White

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
64%	58%	57(64)	67%		75%		83%		92%		100%	

Economically Disadvantaged

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
39%	58%	35 (59)	67%		75%		83%		92%		100%	

Special Education

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
21%	58%	31 (31)	67%		75%		83%		92%		100%	

LEP

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
25%	58%	50 (75)	67%		75%		83%		92%		100%	

Below are specific annual, measurable Reading objectives for continuous and substantial progress by each group of students—all public school students, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency—to meet the state’s proficient level of achievement on the state academic assessment by the end of school year 2013-2014.

*Actual passing standard followed by TPM in parenthesis

READING

All Students

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
81%	67%	73 (90)	73%		80%		87%		93%		100%	

African American

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
NA	67%	NA	73%		80%		87%		93%		100%	

Hispanic

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
81%	67%	74 (90)	73%		80%		87%		93%		100%	

White

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
82%	67%	64 (86)	73%		80%		87%		93%		100%	

Economically Disadvantaged

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
80%	67%	70 (86)	73%		80%		87%		93%		100%	

Special Education

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
43%	67%	29 (50)	73%		80%		87%		93%		100%	

LEP

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
44%	67%	25 (75)	73%		80%		87%		93%		100%	

GRADUATION RATE

2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual	2014 Objective	2014 Actual
63%	70%	68.7%	72%		75%		78%		81%		85%	

Written Notification

In a letter written in both English and Spanish, Pearsall High School will provide written notice about the identification of this campus for school improvement to parents of each student enrolled. The notification will contain the following information to the parents of each child enrolled in Pearsall High School:

- An explanation of what the identification means and how the school compares to other elementary and secondary schools within the district and the state regarding the academic achievement of its students;
- The reason(s) for the school being identified for improvement;
- An explanation of how parents can become involved in addressing the academic issues that led to identification; and,
- An explanation to the parents that Pearsall High School is unable to offer the school choice option to transfer their child to another school in the LEA that has not been identified for improvement.

The notification will inform parents about the academic achievement level of students at Pearsall High School, and may include other information such as a description of special academic programs, facilities, before-or-after school programs, the professional qualifications of teachers in the core academic subjects, or parent involvement opportunities.

The District will provide written notification to the parents of students eligible for supplemental educational services of the availability of services, the identity of approved providers of those services, and a brief description of the services, qualifications, and demonstrated effectiveness of each provider. The District will ensure that supplemental educational services are available to all students from low-income families requesting services. If funds are insufficient to meet all requests, the District will give priority to the lowest achieving students from low-income families.

District Support

Pearsall ISD will provide technical assistance directly through its own personnel's expertise as well as indirectly by enlisting necessary technical assistance providers such as the School Improvement Resource Center at ESC, Region 13, institutions of higher education; a private, not-for-profit or for-profit organizations; or another entity with experience in helping schools improve academic achievement. Technical assistance at Pearsall High School will focus on strengthening and improving the campus's instructional program. It will help address the issues that caused the campus to make inadequate progress for four consecutive years. Pearsall ISD will ensure that the campus receives technical assistance based on scientifically based research in the following three areas:

- *Data analysis*: Pearsall ISD will assist the campus in analyzing results from the State assessment system and other relevant examples of student work. This includes instructing school staff how to use these data to identify and develop solutions to problems in (1) instruction; (2) implementing the requirements for parental involvement and professional development; and (3) implementing the school plan, including district- and campus-level responsibilities for carrying out the plan.
- *Identification and implementation of strategies*: Pearsall ISD will help the school choose effective instructional strategies and methods and ensure that the school staff receives high-quality professional development relevant to their implementation. The chosen strategies will be grounded in scientifically based research and address the specific instructional issues that caused the campus to be identified for improvement.
- *Budget analysis*: Pearsall ISD will provide Pearsall High School with technical assistance in analyzing and revising its budget to fund activities most likely to increase student achievement and remove it from school improvement status. Reallocating resources to support improved student achievement is crucial to the successful implementation of the initiatives contained in the NCLB.

Pearsall ISD shall further provide support to Pearsall High School by allocating necessary local, state and federal funds necessary to achieve the goals and objectives described in this campus improvement plan. Federal funds received will be used only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating, and not to supplant such funds.

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	<i>DISTRICT</i>			<i>HIGH SCHOOL</i>			<i>JUNIOR HIGH</i>			<i>INTERMEDIATE</i>		
	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	<i>DISTRICT</i>			<i>HIGH SCHOOL</i>			<i>JUNIOR HIGH</i>			<i>INTERMEDIATE</i>		
	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	0	<1	8	25	19

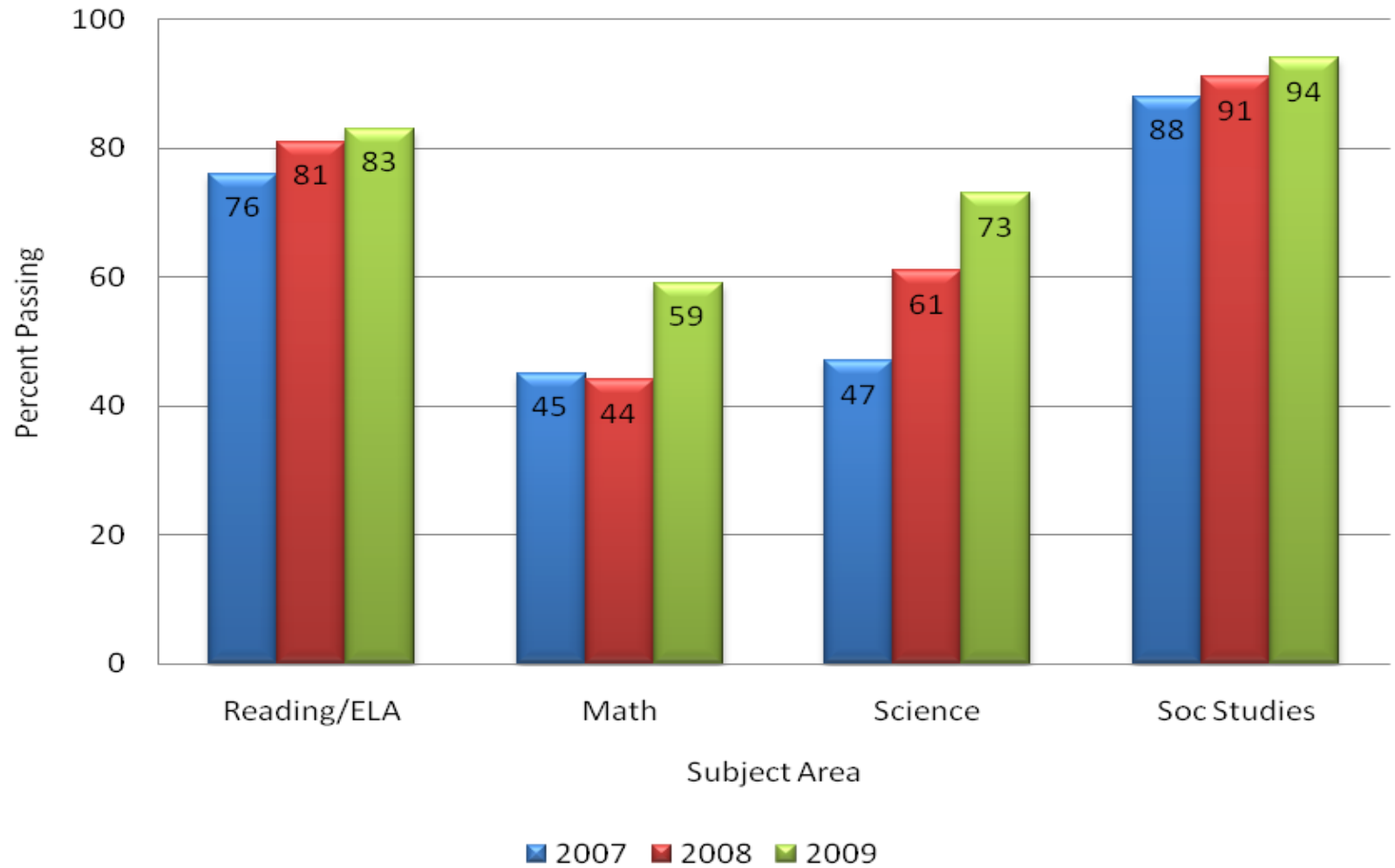
<i>Accountability Indicators</i>	<i>2009%</i>	<i>2008%</i>	<i>2007%</i>
Completion Rate Grades 9-12 (AEIS)		78.1	76
Graduation Rate (AYP)		67.8	63
Dropout Rate Grades 7-8 (AEIS)		0.3	0.3
Annual Dropout Rate Grades 7-12 (PBMAS)		5.6	6.4
District Participation Rate, Reading (AYP)	100	100	100
District Participation 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(iii) ESL Science	2	NA
2	1(ii) BE TAKS Rdg/ ELA	1	6 Dropout Rate
	8 LEP Dropout Rate		
1	6(iii) Year-After-Exit Pass Rate Science		

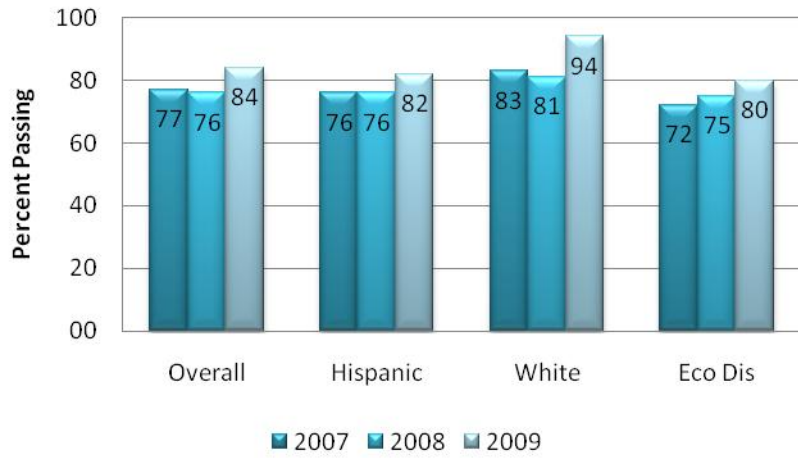
NCLB PBMAS Stage 2		Special Ed PBMAS Stage 4	
Perform. Level	Indicator	Perform. Level	Indicator
3	NA	3	1(ii) TAKS Rdg/ ELA
			1(iii) TAKS Science
2	6 Migrant Dropout	2	1(i) TAKS Math
1	4 Title I Grdauation Rate		9 Sp Ed Dropout
	5(i) Migrant Math	1	3 TAKS/ TAKS A Participation Rate
	5(ii) Migrant Reading/ELA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

*STRATEGIES, ACTIVITIES, AND INTERVENTIONS TARGETING INDICATORS HIGHLIGHTED IN CIP

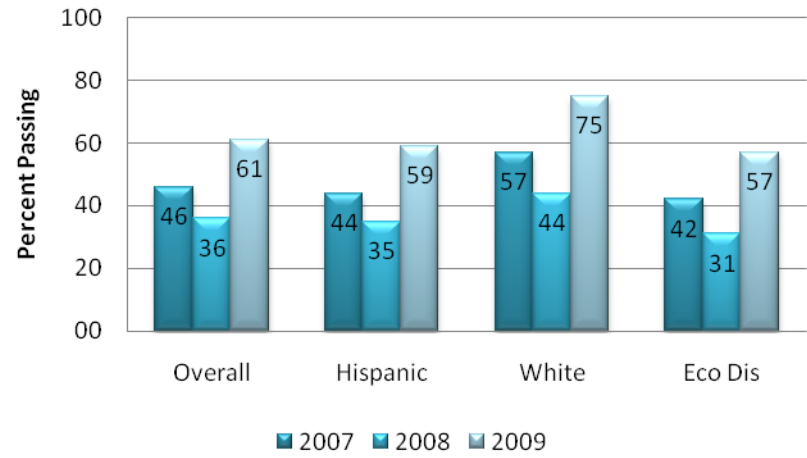
Summed Across Grades



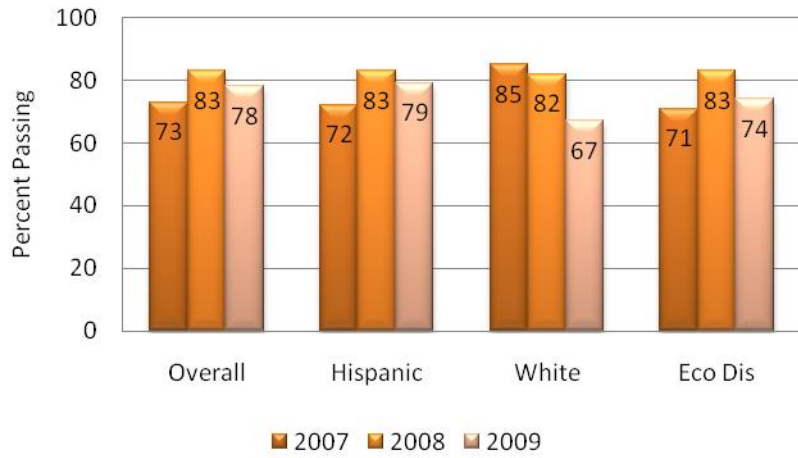
Grade 9 Reading



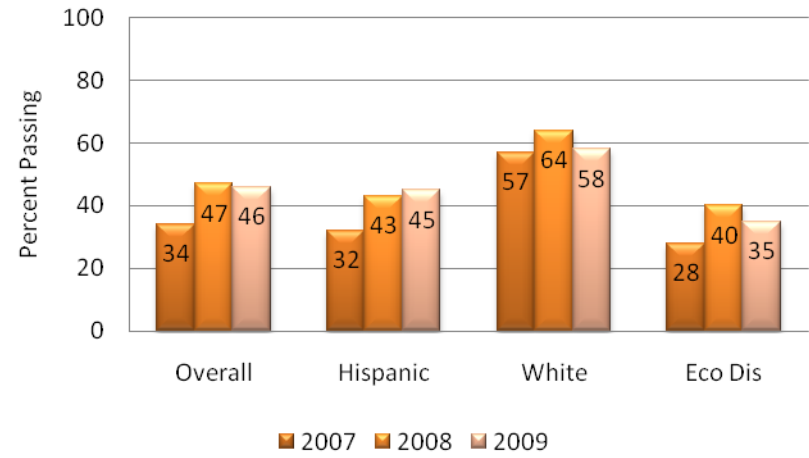
Grade 9 Math



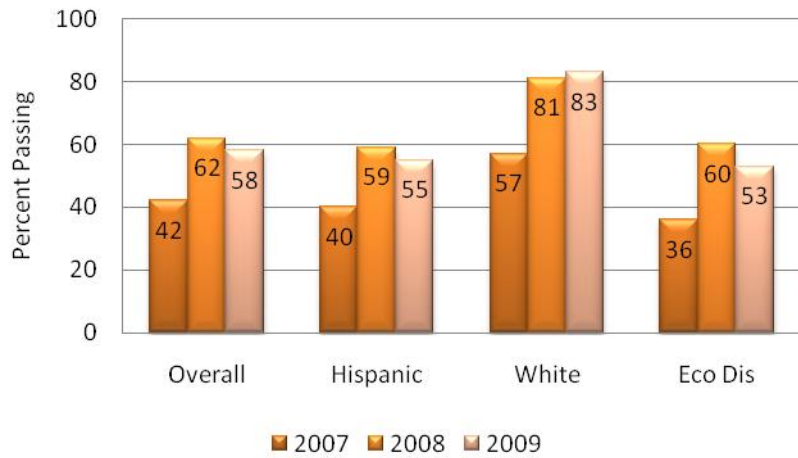
Grade 10 ELA



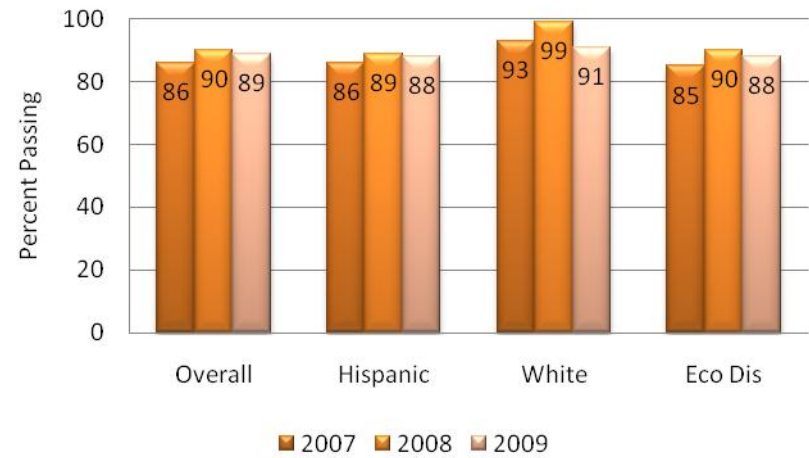
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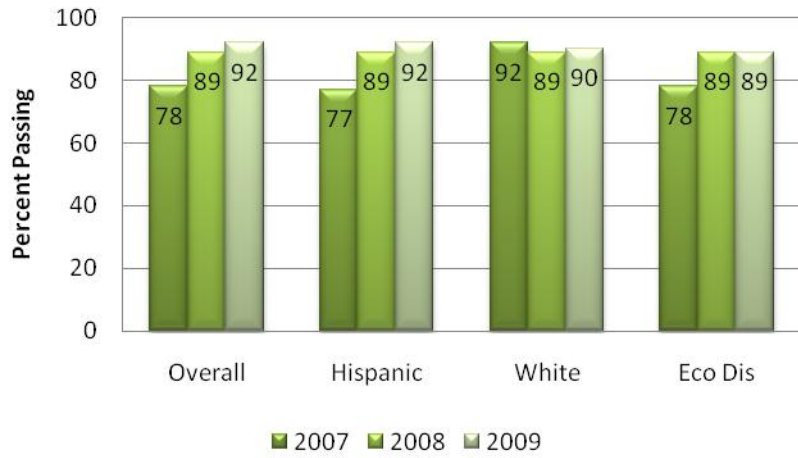
Grade 10 Science



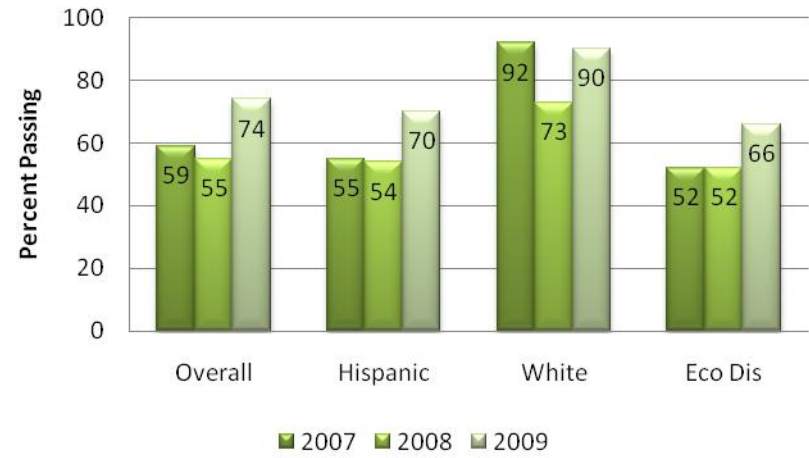
Grade 10 Social Studies



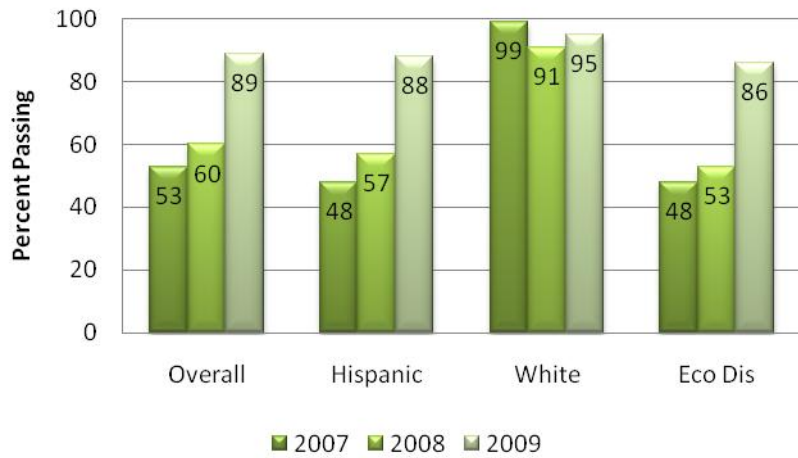
Grade 11 ELA



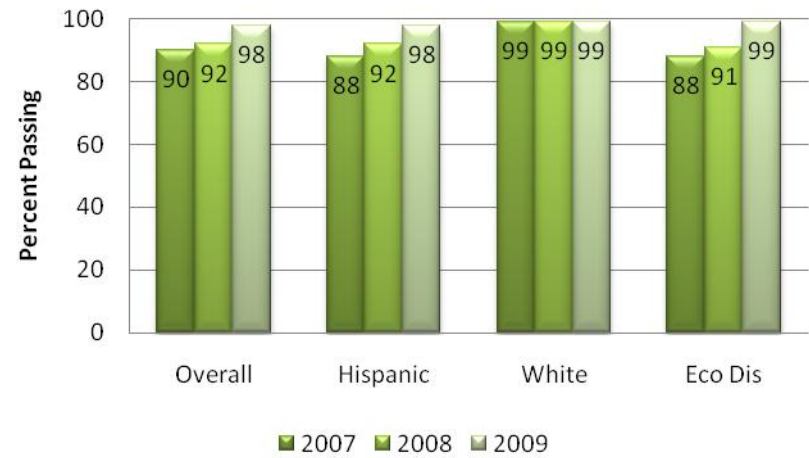
Grade 11 Math



Grade 11 Science



Grade 11 Social Studies




NEEDS ASSESSMENT SURVEY 2009-10 Parent/Community	Poor	Needs Improv	Good	Excel- lent
Instructional services for students				
Opportunities for students to use technology				
Campus website				
Teacher communication with parents				
Leadership of principal				
School safety and security				
Parental/community involvement opportunities				
Library services				
Cafeteria services				
Transportation services				
SUPPORT SERVICES (Rank ONLY those your child participates in)				
Special Education				
Before/After School Tutoring				
English as a Second Language (ESL)				
Gifted and Talented Program				
EXTRACURRICULAR ACTIVITIES (Rank ONLY those your child participates in)				
UIL Academics				
Sports				
Organizations/Clubs [SADD, NHS, Students Council, VICA, FFA, Rotary Interact, Building Trades, etc.]				

END OF YEAR STAFF SURVEY 2009-2010	Poor	Needs Improv.	Good	Excel- lent
Counseling—Student services				
Staff support				
Library—Services				
Availability of materials				
Technology—Training				
Classroom equipment				
Services				
Environment—School safety and security				
Drug and violence prevention				
Emergency procedures/training				
Receptiveness to parents				
Curriculum/Instruction—Professional development				
Supplies/materials				
College preparation				
Vocational preparation				
School leadership—Climate/morale				
Discipline and order				
Instructional support				
Support Services—Cafeteria services				
Transportation services				
Custodial services				

Comments :

**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

**Dyslexia and 504
2009 - 2010
Pearsall High School**

Activities	Timeline	Person(s) Responsible	Resources	Evidence of Implementation
Provide a parent education program on dyslexia.	8/09- 5/10	District §504/Dyslexia Coordinator-Julie Beever	Title 1 Local \$100.00	Agenda Sign-in-Sheet
Provide professional development for Campus Section 504 Coordinators and general education teachers with regard to §504 and dyslexia referral procedures, law changes, and strategies for use with dyslexic students	8/09- 5/10	District §504/Dyslexia Coordinator-Julie Beever	Title 1 Local \$100.00	Agenda Sign-in-Sheet
All new teachers and aides will participate in a dyslexia simulation, which is designed to increase understanding of dyslexia	8/09- 5/10	District §504/Dyslexia Coordinator-Julie Beever	Title 1 Local \$100.00	Agenda Sign-in-Sheet