

# **PEARSALL INDEPENDENT SCHOOL DISTRICT**



## **Pearsall Intermediate School Campus Improvement Plan 2010-2011**



## **District Goals**

2010-2011

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



## **District Beliefs 2010-2011**

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.

TAKS Test	DISTRICT			HIGH SCHOOL			JUNIOR HIGH			INTERMEDIATE		
	2010	10 TPM	2009	2010	10 TPM	2009	2010	10 TPM	2009	2010	10 TPM	2009
Reading/ELA	% Met Standard			% Met Standard			% Met Standard			% Met Standard		
All Students	76	86	77	85	93	83	76	93	77	68	75	71
African American	75	99	86	*	*	*	*	*	*	*	*	*
Hispanic	75	85	75	85	93	82	75	92	75	66	73	69
White	88	92	89	89	93	86	89	97	95	85	87	87
Economically Dis	72	84	73	83	91	79	74	92	75	63	70	69
Special Ed	*	*	*	*	*	*	*	*	*	*	*	*
LEP	*	*	*	*	*	*	*	*	*	*	*	*

TAKS Test	DISTRICT			HIGH SCHOOL			JUNIOR HIGH			INTERMEDIATE		
	2010	10 TPM	2009	2010	10 TPM	2009	2010	10 TPM	2009	2010	10 TPM	2009
Writing	% Met Standard			% Met Standard			% Met Standard			% Met Standard		
All Students	76	92	85				92	92	87	64	92	83
African American	*	*	*	Not Tested			*	*	*	*	*	*
Hispanic	75	92	84				92	92	86	63	91	82
White	83	97	91				94	94	92	74	99	91
Economically Dis	73	91	83				91	91	86	60	90	81
Special Ed	*	*	*				*	*	*	*	*	*
LEP	*	*	*				*	*	*	*	*	*

TAKS Test	DISTRICT			HIGH SCHOOL			JUNIOR HIGH			INTERMEDIATE		
	2010	10 TPM	2009	2010	10 TPM	2009	2010	10 TPM	2009	2010	10 TPM	2009
Social Studies	% Met Standard			% Met Standard			% Met Standard			% Met Standard		
All Students	91	99	91	94	98	94	85	99	87			
African American	*	*	*	*	*	*	*	*	*	Not Tested		
Hispanic	91	99	90	94	98	93	84	99	85			
White	97	99	98	96	99	97	99	99	99			
Economically Dis	89	99	90	92	98	93	84	99	84			
Special Ed	*	*	*	*	*	*	*	*	*			
LEP	*	*	*	*	*	*	*	*	*			

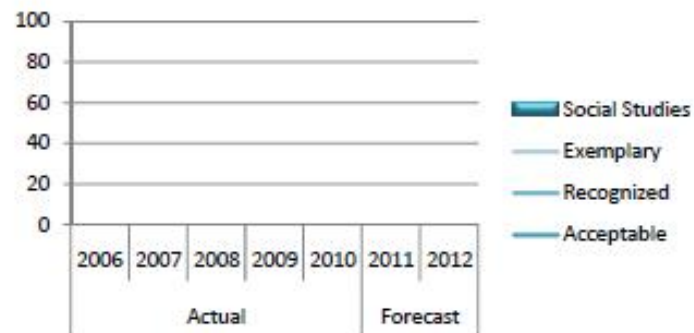
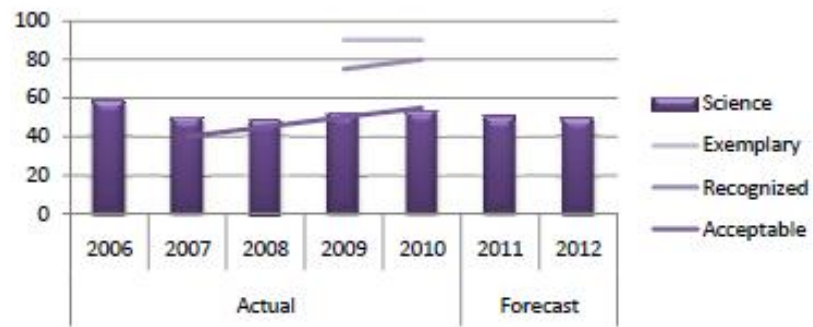
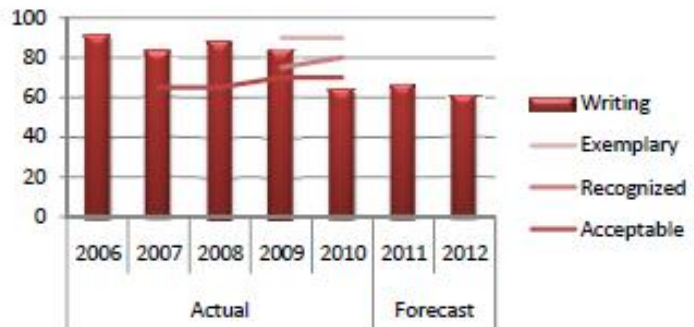
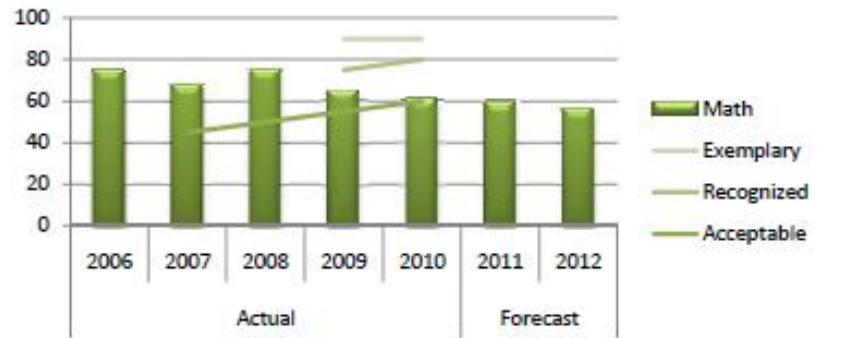
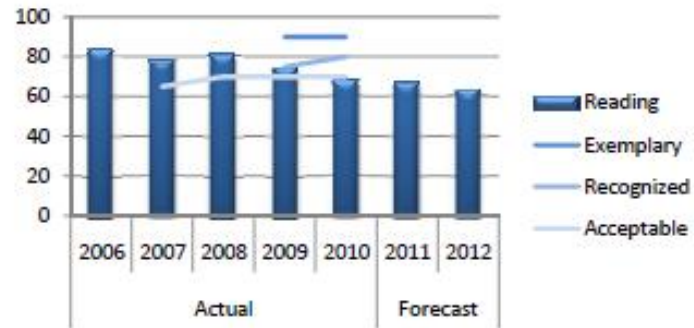
TAKS Test	DISTRICT			HIGH SCHOOL			JUNIOR HIGH			INTERMEDIATE		
	2010	10 TPM	2009	2010	10 TPM	2009	2010	10 TPM	2009	2010	10 TPM	2009
Math	% Met Standard			% Met Standard			% Met Standard			% Met Standard		
All Students	65	76	62	70	83	59	65	74	63	61	72	64
African American	63	75	71	*	*	*	*	*	*	*	*	*
Hispanic	64	75	60	70	83	56	63	73	60	59	71	63
White	74	81	79	71	84	78	76	82	84	75	77	74
Economically Dis	61	73	58	66	80	51	62	72	60	57	69	61
Special Ed	*	*	*	*	*	*	*	*	*	*	*	*
LEP	*	*	*	*	*	*	*	*	*	*	*	*

TAKS Test	DISTRICT			HIGH SCHOOL			JUNIOR HIGH			INTERMEDIATE		
	2010	10 TPM	2009	2010	10 TPM	2009	2010	10 TPM	2009	2010	10 TPM	2009
Science	% Met Standard			% Met Standard			% Met Standard			% Met Standard		
All Students	67	82	64	82	89	73	54	86	56	53	65	52
African American	60	80	*	*	*	*	*	*	*	*	*	*
Hispanic	65	81	60	81	90	70	52	86	50	50	61	50
White	83	89	90	88	88	91	79	86	88	80	93	88
Economically Dis	62	80	58	87	88	68	50	85	51	50	62	48
Special Ed	*	*	*	*	*	*	*	*	*	*	*	*
LEP	*	*	*	*	*	*	*	*	*	*	*	*

Accountability Indicators	2009%	2008%	2007%
Completion Rate Grades 9-12 (AEIS)	79.0	76.0	76
Graduation Rate (AYP)	67.0	67.8	63
Dropout Rate Grades 7-8 (AEIS)	0.0	0.3	0.3
Annual Dropout Rate Grades 7-12 (PBMAS)	2.6	5.6	6.4
District Participation Rate, Reading (AYP)	99	100	100
District Participation Rate, Math (AYP)	99	100	100

	Actual					Forecast	
	2006	2007	2008	2009	2010	2011	2012
<b>Reading</b>	83	78	81	74	68	66.6	63.2
Acceptable		65	70	70	70	70	TBD
Recognized				75	80	80	TBD
Exemplary				90	90	90	TBD
	Actual					Forecast	
	2006	2007	2008	2009	2010	2011	2012
<b>Writing</b>	91	83	88	84	64	66.1	60.8
Acceptable		65	65	70	70	70	TBD
Recognized				75	80	80	TBD
Exemplary				90	90	90	TBD
	Actual					Forecast	
	2006	2007	2008	2009	2010	2011	2012
<b>Social Studies</b>	*	*	*	*	*		
Acceptable							
Recognized							
Exemplary							
	Actual					Forecast	
	2006	2007	2008	2009	2010	2011	2012
<b>Math</b>	75	68	75	65	61	59.5	56.4
Acceptable		45	50	55	60	65	TBD
Recognized				75	80	80	TBD
Exemplary				90	90	90	TBD
	Actual					Forecast	
	2006	2007	2008	2009	2010	2011	2012
<b>Science</b>	58	50	48	52	53	49.8	49.0
Acceptable		40	45	50	55	60	TBD
Recognized				75	80	80	TBD
Exemplary				90	90	90	TBD

**Pearsall Intermediate**



**Pearsall Intermediate School**

Pearsall Intermediate 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 Intermediate 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:

<b>Campus Needs</b>	
<ul style="list-style-type: none"> <li>• <b>Improve Literacy/Four-Blocks Literacy Model</b></li> <li>• <b>Improve TAKS Performance(Reading, Math, Science, Writing)</b></li> <li>• <b>Increase Student Attendance Rate</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increased Campus Communication with Parents by all Staff</b></li> <li>• <b>High Expectations for All Students for Achievement</b></li> <li>• <b>Implementation of Effective Teaching Methods to Help All Students Achieve</b></li> <li>• <b>Student/Teacher Positive Partnerships</b></li> </ul>
<b>Professional Development Needs</b>	
<ul style="list-style-type: none"> <li>• <b>Content Specific Professional Development Addressing Student Failure Rates and TAKS Performance</b></li> <li>• <b>Alignment of Curriculum/Instruction/Assessment reflected in Scope and Sequencing and Lesson Planning</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Effective Teaching Methods/Five-Star Education Solutions</b></li> <li>• <b>Schlechty WOW Design Framework and Implementation</b></li> <li>• <b>Training in use of ELPS and SIOP</b></li> </ul>
<b>Programs/Initiatives</b>	
<ul style="list-style-type: none"> <li>• <b>Four-Blocks Literacy Model</b></li> <li>• <b>Character Education</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Opportunities for Parent/Community Involvement in the Learning Process</b></li> <li>• <b>Mandatory Tutorial Program.</b></li> </ul>
<b>Recommendations of CEIC</b>	
<ul style="list-style-type: none"> <li>• <b>Planning time for staff</b></li> <li>• <b>Campus horizontal/vertical curriculum alignment</b></li> <li>• <b>K-12 vertical curriculum alignment</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Greater support for new and inexperienced staff</b></li> <li>• <b>Content specific professional development</b></li> </ul>

## *Policies and Procedures*

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

1. Pearsall Intermediate 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 Intermediate 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 Intermediate 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 INDEPENDENT SCHOOL DISTRICT  
DISTRICT AND CAMPUS GOALS 2010-2011**

**Campus Goal 1**

**All students will demonstrate a high level of academic achievement and performance on TAKS or designated alternative assessment.**

**Performance Objective 1a:** As indicated 2011 results, 75% of Intermediate students will meet state performance standards as measured by the TAKS Math, or designated alternative assessments, to ensure Adequate Yearly Progress and an Academically Acceptable campus rating.

**Performance Objective 1b:** As indicated by 2011 results, 80% of Intermediate students will meet state performance standards as measured by the TAKS Reading, or designated alternative assessments, to ensure Adequate Yearly Progress and an Academically Acceptable campus rating.

**Performance Objective 1c:** As indicated by 2011 results, 75% of Intermediate students will meet state performance standards as measured by the TAKS Writing, or designated alternative assessments, to ensure Adequate Yearly Progress and an Academically Acceptable campus rating.

**Performance Objective 1d:** As indicated by 2011 results, 65% of Intermediate students will meet state performance standards as measured by the TAKS Science, or designated alternative assessments, to ensure Adequate Yearly Progress and an Academically Acceptable campus rating.

**Campus Goal 2**

**Pearsall Intermediate will promote high expectations that encourage success for all students.**

**Performance Objective 2.1a:** 2010-2011 Pearsall Intermediate will create an atmosphere that embodies career awareness and possibilities as indicated by 98% attendance and participation in career awareness programs.

**Performance Objective 2.1b:** As indicated by 2011 data, Pearsall Intermediate School will increase student academic performance and college readiness through technology resources by 5%.

**Campus Goal 3**

**Enhance teacher motivational skills through professional development.**

**Performance Objective 3.a:** As indicated by 2011 data, Pearsall Intermediate School will improve the effectiveness of its instructional programs by developing a professional learning community of highly qualified instructors which reduce performance gaps of student groups.

**Campus Goal 4**

**Promote a safe, secure and positive school climate for students, parents and staff.**

**Performance Objective 4a:** Parental involvement will increase at Pearsall Intermediate School in both number of participants and frequency of participation as indicated by activity documentation logs.

**Campus Goal 5**

**Pearsall Intermediate will provide a safe school environment that enhances student and teacher attendance.**

**Performance Objective 5a:** As indicated by 2011 results, Intermediate student attendance will increase to 98% and staff attendance increase by 5%.

## Pearsall Intermediate School Campus Improvement Plan 2010-2011

The following policies and practices concerning Pearsall Intermediate 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. Disaggregate student assessments to identify students at-risk and provide proper strategies to prepare for Math and Reading state assessments, including Special Ed, LEP, At-risk, and Migrant students.	TAKS/TAKS A/TAKS M, Testing Materials AWARE, Local; Five-Star Education Solutions, 404/255 Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; 285: 1 FTE; SCE: 1 FTE	Principal Counselor Assistant Principal(s) Curriculum Facilitators	Aug. 2010-Sept. 2011	AWARE computer program – Benchmarks Progress Reports Six week grades
2. Ensure the acquisition of math manipulative and resources to enhance skills and vocabulary via a concrete approach for all students including Special Ed, LEP, At-risk, and Migrant students.	Testing Materials, CSCOPE-Local Five Star Education Solutions, 404/255; Schlechty Framework – Local Staff- Local: 10 FTE; 266: 1 FTE	Principal Curriculum Facilitators	Sept. 2010-June 2011	AWARE computer program- Benchmarks Progress Reports Six week grades
3. All teachers will use scientifically research based materials to monitor and evaluate student Math and Reading mastery for all students including Special Ed, LEP, At-risk, and Migrant students..	TAKS/TAKS A/TAKS M, Testing Materials AWARE, Local; Five-Star Education Solutions, 404/255 Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; 285: 1 FTE; SCE: 1 FTE	Principal Counselor Assistant Principal(s) Curriculum Facilitators	Aug. 2010-June 2011	AWARE computer program- Benchmarks Progress Reports Six week grades
4. Utilize scientifically research based Math and Reading strategies for all students with assistance from Sp. Ed teachers and Inclusion aides.	AWARE- Local; Five-Star Education Solutions, 404/255 Staff – Local: 43 FTE; 211: 2 FTE; 266: 4 FTE; 285: 1 FTE; SCE: 1 FTE; 211: 2 ParaFTE	Principal Assistant Principal(s) Curriculum Facilitators RtI Teachers	Aug. 2010-June 2011	AWARE computer program- Benchmarks Progress Reports Six week grades

SCHOOL IMPROVEMENT POLICIES/PRACTICES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
5. Administer benchmarks for all students including Special Ed, LEP, At-risk, and Migrant students incorporating appropriate modifications and accommodations.	AWARE- Local; Staff – Local: 43 FTE; 211: 2 FTE; 266: 4 FTE; 285: 1 FTE; SCE: 1 FTE; 211: 3 Para FTE; 313: 2 Para FTE	Principal Assistant Principal(s) Curriculum Facilitators Sp. Ed Teachers	Aug. 2010-June 2011	AWARE computer program- Benchmarks Progress Reports Six week grades Lesson Plans
6. Monitor implementation of horizontal curriculum alignment; scope and sequence documents in Reading, Math, and Science.	Sp. Ed., Schlechty Framework – Local CSCOPE—Local Staff- Local: 11 FTE; SCE: 1 FTE; 266: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Aug. 2010-July 2011	AWARE computer program- Benchmarks Progress Reports Six week grades Lesson Plans
7. Provide TAKS Intervention classes and after school tutorials for all students including Special Ed, LEP, At-risk, and Migrant students after benchmarks for Math, Reading, and Science.	Sp. Ed., Local and Title 1 Funding Success Maker Lab Accelerated Reader TAKS/TAKS A/TAKS M, Testing Materials AWARE, Local; Staff – Local: 47 FTE; 211: 2 FTE; 266: 4 FTE; 285: 1 FTE; SCE: 1 FTE	Principal RtI Teachers Assistant Principal(s) Curriculum Facilitators	Sept. 2010-June 2011	AWARE computer program- Benchmarks Progress Reports Six week grades Diagnostic Assessments
8. Response to Intervention – Scientifically Based Program will be provided in Reading, Math, and Science for all students including Special Ed, LEP, At-risk, and Migrant students..	Sp. Ed., Local and Title 1 Funding Success Maker Lab Dibels Classroom Program CSCOPE- Local Staff- Local: 44 FTE; 211: 2 FTE; 266: 4 FTE; 285: 1 FTE;	Principal RtI Teachers Student Assistance Team	Aug. 2010-June 2011	AWARE computer program- Benchmarks Progress Reports Six weeks grades RtI Tier I,II,III Documentation
9. Analyze TAKS data and provide computer assisted instruction using the LEXIA program for all students not meeting ARD expectations.	TAKS/ Alternative Assessments AYP Report Tech – 411 211: 4 FTE; Local: 4 FTE; 313, 2 FTE; 285: 1 FTE; SCE: 1 FTE	Principal Counselor Assistant Principal(s)	Aug. 2010-June 2011	AWARE computer program- Benchmarks Progress Reports Six week grades Lexia progress reports
10. Implement technology integration for Sp. Ed. Students in an Inclusion setting to better prepare them for state assessments.	Staff- Local: 4 FTE Title 1, 2 FTE Sp. Ed. Funds Tech - 411 Para’s – Local, 2 FTE	Principal Campus Tech Staff Sp. Ed. Teachers	Aug. 2010-June 2011	AWARE computer program- Benchmarks Lesson Plans Progress reports and six week grades
11. Increase “teacher shadowing” program for Sp. Ed. Teachers and Inclusion aides needing additional staff development in observing best practice instruction.	Sp. Ed. Fund ESC-20; Five-Star Education Solutions, 404/255 Para’s – Local, 2 FTE Teachers – 2 Local; 211: 3 Para FTE; 313: 2 FTE	Principal Assistant Principal(s) Sp. Ed. Inclusion Staff  12	Aug. 2010-June 2011	Lesson Plans Professional Development Logs Principal Walkthroughs

**PEARSALL INTERMEDIATE**  
**STAFF DEVELOPMENT**  
2010-2011

<b>Date</b>	<b>Name of Workshop</b>	<b>Attendants</b>	<b>Account</b>	<b>Amount</b>
2010-2011	Standard Bearer Membership Fee— Schlechty Center	Per Campus	Local	15,000
9/10-6/11	Balanced Literacy Program/Assessment	All Intermediate Faculty and Para professionals	211, 255, 285	24,000
6 days/10-11	Positive Behavior System	1 Counselor, 1 AP, 8 Teachers	211	702.64
9/2/10	Eduphoria!School Objects: Aware	2 Teachers	199	58.55
9/8/10	Esperanza Training/Special Ed	Teachers	164	
9/15/10	Accountability Forum	1 Ap, 1 Counselor, 1 Teacher	199	58.55
9/22/09	Legal- Sped Ed Legislation	1 Principal	211, 313	208.41
9/29/10	Legal Digest Workshop	1 Principal	199	203.55
10/14/10	CSCOPE- Life Science	1 Teacher	199	158.55
10/19/10	Spec Ed Eligibility for LEP Students	1 AP, 1 Teacher	313	194.47
10/22/10	GT Training	1 Counselor	199	100.00
9/10 – 5/11	PBS	5 Teachers, 1 Counselor, 1 AP, 1 Teacher Aide	199	468.40
12/14/10	G/T Training	1 Teacher	199	58.55
12/15/10	Rtl/UDL: Make the Curriculum Accessible to Struggling Students	4 Teachers	199	58.55
12/10 – 4/11	CSCOPE – Math- 4th & 5 <sup>th</sup> Grade	1 Teacher	199 211	280.65
12/10 – 4/11	CSCOPE – Math – 2 <sup>nd</sup> & 3 <sup>rd</sup> Grade	1 Teacher	199 211	280.65

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

### 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
75%	58%	63%	67%	61%	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%	NA	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
73%	58%	62%	67%	59%	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
88%	58%	74%	67%	75%	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
72%	58%	60%	67%	57%	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
38%	58%	26%	67%	48%	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
55%	58%	62%	67%	56%	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.

## 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%	73%	68%	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%	NA	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
80%	67%	71%	73%	66%	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
97%	67%	89%	73%	85%	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
79%	67%	71%	73%	62%	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
46%	67%	45%	73%	36%	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
49%	67%	60%	73%	67%	80%		87%		93%		100%	

## ATTENDANCE RATE

2007 Actual	2008 Objective	2008 Actual	2009 Objective	2009 Actual	2010 Objective	2010 Actual	2011 Objective	2011 Actual	2012 Objective	2012 Actual	2013 Objective	2013 Actual
96.3%	90%	96.7%	96%	95.6%	97%	95.9%						

**Campus Improvement Plan for 2010 – 2011**  
**Goal 1a**

<b>CAMPUS GOAL:</b>	All students will demonstrate a high level of academic achievement and performance on TAKS or designated alternative assessment.			
<b>PERFORMANCE OBJECTIVE:</b>	As indicated by 2011 results, 75% of Intermediate students will meet state performance standards as measured by the TAKS Math, or designated alternative assessments, to ensure Adequate Yearly Progress and an Academically Acceptable campus rating.			
<b>ASSESSMENTS:</b>	<b>FORMATIVE:</b> Benchmarks, Progress Reports, Six Weeks Grades		<b>SUMMATIVE:</b> TAKS, A, M, Alt. TELPAS, AEIS and AYP Data	
<b>STRATEGIES/ACTIVITIES</b>	<b>RESOURCES</b>	<b>PERSON (S) REPORTING</b>	<b>EVALUATION TIMELINE</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
1. Study disaggregated TAKS Data for all students, including Special Ed, LEP, At-risk, and Migrant, to determine strengths and weaknesses in Math.	TAKS/TAKS A/TAKS M, Testing Materials AWARE, Local; Five-Star Education Solutions, 404/255 Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; 285: 1 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Sept. 2010-June 2011	Lesson Plans Principal Walkthroughs Disaggregated Data
2. Administer math assessment and disaggregate data for all students, including Special Ed, LEP, At-risk, and Migrant, to provide extended instruction and to monitor effectiveness of instructional program.	TAKS/TAKS A/TAKS M, Testing Materials AWARE, Local; Five-Star Education Solutions, 404/255 IXL Math- 411 Tutorial Stipends- 404 Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; 285: 1 FTE; SCE: 1 FTE; Tutorial Stipends- 404	Principal Assistant Principal(s) Curriculum Facilitators	Sept. 2010-June 2011	Benchmarks AWARE Lesson Plans Principal Walkthroughs Teacher Conferences
3. Incorporate the use of scientifically research-based math manipulative and resources to enhance math skills and concepts via a concrete approach for all students, including Special Ed, LEP, At-risk, and Migrant,.	TAKS/TAKS A/TAKS M, Testing Materials AWARE, Local; Five-Star Education Solutions, 404/255 IXL Math- 411 Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; 285: 1 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Aug. 2010-June 2011	Benchmarks AWARE Lesson Plans Principal Walkthroughs
4. Provide accelerated instruction and intensive assistance for Math students while reinforcing content vocabulary.	Math Supplies – Local AWARE, Local; Five-Star Education Solutions, 404/255 IXL Math- 411 Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; 285: 1 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Aug. 2010-June 2011	Math Benchmarks AWARE Principal Walkthroughs Tutorial Assessments
5. Teachers will incorporate Working on the Work framework strategies to design engaging math lessons for all students including Sp Ed, LEP, and Migrant.	CSCOPE - Local WOW Framework-Local Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Sept. 2010-June 2011	Lesson Plans Design Team Meetings Principal Walkthroughs

## Campus Improvement Plan for 2010– 2011

### Goal 1b

<b>CAMPUS GOAL:</b>	All students will demonstrate a high level of academic achievement and performance on TAKS or designated alternative assessment.				
<b>PERFORMANCE OBJECTIVE:</b>	As indicated by 2011 results, 80% of Intermediate students will meet state performance standards as measured by the TAKS Reading, or designated alternative assessments, to ensure Adequate Yearly Progress and an Academically Acceptable campus rating.				
<b>ASSESSMENTS:</b>	FORMATIVE: Benchmarks, Progress Reports, Six Weeks Grades		SUMMATIVE: TAKS, A, M, Alt. TELPAS, AEIS and AYP Data		
STRATEGIES/ACTIVITIES	RESOURCES	PERSON(S) REPORTING	EVALUATION TIMELINE	EVIDENCE OF IMPLEMENTATION	
1. Study disaggregated TAKS Data for all students, including Special Ed, LEP, At-risk, and Migrant, to determine strengths and weaknesses in Reading.	TAKS/TAKS A/TAKS M, Testing Materials AWARE, Local; Five-Star Education Solutions, 404/255 Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; 285: 1 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Aug. 2010-June 2011	Lesson Plans Principal Walkthroughs Disaggregated Data	
2. Administer STAR and Reading A to Z Running Records every six weeks; indentify students' independent reading levels. Levels will be used to verify and monitor students progress	Testing Materials- Local; AWARE, Local; Five-Star Education Solutions, 404/255 Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Aug. 2010-June 2011	Cumulative AR Reports Fluency Probes Lesson Plans	
3. Administer benchmark tests and analyzes results to plan instruction and to monitor effectiveness of instructional program.	Testing Materials AWARE- Local; Five-Star Education Solutions, 404/255 Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; 285: 1 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Aug. 2010-June 2011	Principal Walkthroughs Counselor Meetings Lesson Plans	
4. Provide reading interventions in grades 2 - 5 for all students, including Special Ed, LEP, At-risk, and Migrant, identified as being at risk of failing the TAKS Reading.	CSCOPE – Local Schlechty WOW Framework-Local AWARE, Local; Five-Star Education Solutions, 404/255 Reading A to Z- 411 Staff- Local: 6 FTE; SCE: 1; 266: 1 FTE	Principal RTI Teachers SAT	Aug. 2010-June 2011	Lesson Plans Principal Walkthroughs Grade level meetings	
5. Computer assisted instruction through Success Marker and Reading A to Z will be provided in the Reading labs to reinforce reading skills. All students, including Special Ed, LEP, At-rick, and Migrant, will attend lab once a week.	Testing Materials, AWARE- Local; Reading A to Z- 411 Staff- Local: 6 FTE; 211: 1 Para FTE; 266: 1 FTE	Principal RTI Teachers Computer Lab Aides	Aug. 2010-June 2011	Lesson Plans Benchmarks Cumulative Performance Report	

## Campus Improvement Plan for 2010– 2011

### Goal 1c

<b>CAMPUS GOAL:</b>	All students will demonstrate a high level of academic achievement and performance on TAKS or designated alternative assessment.			
<b>PERFORMANCE OBJECTIVE:</b>	As indicated by 2011 results, 75% of Intermediate students will meet state performance standards as measured by the TAKS Writing, or designated alternative assessments, to ensure Adequate Yearly Progress and an Academically Acceptable campus rating.			
<b>ASSESSMENTS:</b>	FORMATIVE: Benchmarks, Progress Reports, Six Weeks Grades		SUMMATIVE: TAKS, A, M, Alt. TELPAS, AEIS and AYP Data	
STRATEGIES/ACTIVITIES	RESOURCES	PERSON(S) REPORTING	EVALUATION TIMELINES	EVIDENCE OF IMPLEMENTATION
1. Administration of Benchmark Writing Test in 4 <sup>th</sup> grade in December and at the end of 3 <sup>rd</sup> grade.	Testing Materials AWARE- Local; Five-Star Education Solutions, 404/255 Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; 285: 1 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Aug. 2010-June 2011	Writing Benchmark Lesson Plans Grade level meetings
2. Collaboratively plan for effective alignment of the Writing TEKS to TAKS objectives for continuous transition into the TEKS based curriculum.	Testing Materials AWARE- Local; Five-Star Education Solutions, 404/255 Staff – Local: 11 FTE; 211: 2 FTE; 266: 1 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Aug. 2010-June 2011	Writing Topical Outline Principal Walkthroughs Lesson Plans Grade level meetings
3. Teachers will implement flexible grouping to deliver tutorial services during and after the school day to at-risk students identified as needing remediation in writing.	Tutorial Stipends- 404 Five-Star Education Solutions, 404/255 Staff – Local: 39 FTE; 211: 2 FTE; 266: 1 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Aug. 2010-June 2011	Benchmark Testing Results TAKS/A results Lesson Plans Walkthroughs Writing Portfolios
4. Teachers will provide opportunities in all content areas to prepare students for TELPAS rating. Teachers must implement writing in their content areas.	District/Campus Coordinator Manual- Local Five-Star Education Solutions, 404/255; Staff- Local: 6 FTE; SCE: 1 FTE; 285: 1 FTE	Principal Assistant Principal BE Teachers	Aug. 2010-June 2011	Writing Portfolios LPAC Meetings RPTE exams
5. Teachers will incorporate Working on the Work framework to design engaging writing lessons for all students including Special Education, LEP, At-risk and Migrant.	CSCOPE - Local Schlechty WOW Framework-Local Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators Teachers	Aug. 2010-June 2011	Student Interest Survey Lesson Plans Principal Walkthroughs Design Team Meetings

**Campus Improvement Plan for 2010 – 2011**  
**Goal 1d**

<b>CAMPUS GOAL:</b>	All students will demonstrate a high level of academic achievement and performance on TAKS or designated alternative assessment.			
<b>PERFORMANCE OBJECTIVE:</b>	As indicated by 2011 results, 65% of Intermediate students will meet state performance standards as measured by the TAKS Science, or designated alternative assessments, to ensure Adequate Yearly Progress and an Academically Acceptable campus rating.			
<b>ASSESSMENTS:</b>	FORMATIVE: Benchmarks, Progress Reports, Six Weeks Grades      SUMMATIVE: TAKS, A, M, Alt. TELPAS, AEIS and AYP Data			
<b>STRATEGIES/ACTIVITIES</b>	<b>RESOURCES</b>	<b>PERSON(S) REPORTING</b>	<b>EVALUATION TIMELINES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
1. Study disaggregated TAKS Data for all students, including Special Ed, LEP, At-risk, and Migrant, to determine strengths and weaknesses in Science.	TAKS/TAKS A/TAKS M, Testing Materials AWARE, Local; Five-Star Education Solutions, 404/255 Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; 285: 1 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Aug. 2010-June 2011	Lesson Plans Principal Walkthroughs Disaggregated Data
2. Provide ongoing staff development regarding scientifically research-based instructional strategies to meet identified student needs for all students including Sp Ed, LEP, At-risk, and Migrant.	TAKS/TAKS A/TAKS M, Testing Materials AWARE, Local; Five-Star Education Solutions, 404/255 Staff- Local: 3FTE; SCE: 1 FTE; 266: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Aug. 2010-June 2011	Professional Development Log Principal Walkthroughs Lesson Plans
3. Provide state required science materials and equipment for TEKS implementation in science labs.	CSCOPE - Local Five-Star Education Solutions, 404/255 Staff- Local: 10 FTE; 266: 1 FTE	Principal Curriculum Facilitators	Aug. 2010-June 2011	Benchmarks Lesson Plan Principal Walkthroughs
4. Provide small group, hands-on instruction which connects to life experiences; identifying science objectives through scientific processes for all students , including Special Ed, LEP, At-risk, and Migrant,.	CSCOPE - Local TAKS/TAKS A/TAKS M, Testing Materials AWARE- Local; Five-Star Education Solutions, 404/255 Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; 285: 1 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Aug. 2010-June 2011	Lesson Plans Principal Walkthroughs Grade level conferences
5. Incorporate Working on the Work framework to design engaging science lessons for all students , including Special Ed, LEP, At-risk, and Migrant,.	CSCOPE - Local Schlechty WOW Framework-Local Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Aug. 2010-June 2011	Student Interest Survey Lesson Plans Principal Walkthroughs Design Team Meetings

## Campus Improvement Plan for 2010 – 2011

### Goal 2a

<b>CAMPUS GOAL:</b>	Pearsall Intermediate will promote high expectations that encourage success for all students.			
<b>PERFORMANCE OBJECTIVE:</b>	2010-2011 Pearsall Intermediate will create an atmosphere that embodies career awareness and possibilities as indicated by 98% attendance and participation in career awareness programs.			
<b>ASSESSMENTS:</b>	FORMATIVE: Student Interest Surveys      SUMMATIVE: Activity Evaluations, Campus Surveys			
STRATEGIES/ACTIVITIES	RESOURCES/ COSTS	PERSON REPORTING	EVALUATION TIMELINES	EVIDENCE OF IMPLEMENTATION
1. Provide Career Day activities to heighten career awareness for all students including Sp Ed, LEP, At-risk, and Migrant.	Counselor-Local, 1FTE Community Members Positive Behavior System – 226	Principal Counselor PBIS Team	March 2011	Career Interest Surveys Counselor presentations PBIS Meetings
2. Career opportunities will be explored through field trips.	Travel- 461 Positive Behavior System – 226 Counselor-Local, 3 FTE; SCE, 1 FTE	Principal Counselor PBIS Team	Nov. 2010-March 2011	Student Interest Surveys Grade level conferences PBIS Meetings
3. Classroom career awareness sessions will be delivered by the counselor.	Presentation Materials – Videos Local Funds Positive Behavior System – 226 Counselor-Local, 3 FTE SCE, 1 FTE	Principal Counselor PBIS Team	January 2011	Counselor presentations Career Interest Surveys PBIS Meetings

**Campus Improvement Plan for 2010 – 2011**  
**Goal 2b**

<b>CAMPUS GOAL:</b>	Pearsall Intermediate will promote high expectations that encourage success for all students.			
<b>PERFORMANCE OBJECTIVE:</b>	As indicated by 2011 data, Pearsall Intermediate School will increase student academic performance and college readiness through technology resources by 5%.			
<b>ASSESSMENTS:</b>	FORMATIVE: Student Interest Surveys		SUMMATIVE: Activity Evaluations, Campus Surveys	
STRATEGIES/ACTIVITIES	RESOURCES	PERSON REPORTING	EVALUATION TIMELINES	EVIDENCE OF IMPLEMENTATION
1. Analyze test data and provide computer assisted instruction using the Reading Lab for special education students at-risk of not meeting ARD expectations.	Reading A to Z- 411 IXL Math- 411 Tech Fund – Success Marker Staff- Local: 8 FTE; 211: 5 FTE	Principal Sp. Ed. Teachers Computer Lab Aides	Aug. 2010-June 2011	2011 TAKS Results Benchmarks Student Grades Lesson Plans
2. Training for staff in implementation of technology purchased for classroom instruction.	STAR Chart –411 AWARE- Local Promethean Board/training- 411 Staff- Local: 4 FTE	Principal Campus Technology Committee	Aug. 2010-June 2011	STAR Chart Results Principal Walkthroughs Lesson Plans
3. Integrate technology within the academic setting for all students including Spec Ed, LEP, At-risk, and Migrant.	AWARE- Local; Five-Star Education Solutions, 404/255 Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; 285: 1 FTE; SCE: 1 FTE	Principal Assistant Principals Curriculum Facilitators	Aug. 2010-June 2011	PDAS Domain II Indicator #9 Principal Walkthroughs Grade level meetings Student Projects
4. Expand the role of the Campus Technology Coordinator to include overseeing Accelerated Reading and Math Lab programs on campus.	Reading A to Z- 411 IXL Math- 411 Tech Fund – Success Marker Staff- Local: 8 FTE; 211: 5 FTE	Principal Campus Technology Coordinator	Aug. 2010-June 2011	Master Schedule Assignments Campus Survey Results Software reports

**Campus Improvement Plan for 2010– 2011**  
**Goal 3**

<b>CAMPUS GOAL:</b>	Enhance teacher motivational skills through professional development.				
<b>PERFORMANCE OBJECTIVE:</b>	As indicated by 2011 data, Pearsall Intermediate School will improve the effectiveness of its instructional programs by developing a professional learning community of highly qualified instructors which reduce performance gaps of student groups.				
<b>ASSESSMENTS:</b>	FORMATIVE: Benchmarks, Progress Reports, Six Weeks Grades		SUMMATIVE: TAKS, A, M, Alt. TELPAS, AEIS and AYP Data		
STRATEGIES/ACTIVITIES	RESOURCES	PERSON REPORTING	EVALUATION TIMELINES	EVIDENCE OF IMPLEMENTATION	
1. Increase student instructional services through the LEXIA program: <ul style="list-style-type: none"> <li>• Dyslexia and ELL</li> <li>• SIOP</li> <li>• Reading</li> <li>• Sp. Ed. And RTI</li> <li>• Four Blocks Literacy Model</li> </ul>	Technology Funds- 411 AWARE- Local; Five-Star Education Solutions, 404/255; Reading A to Z- 411 IXL Math- 411 Staff- Local: 8 FTE; 211: 2 FTE; 285: 1 FTE	Principal Dyslexia Teacher Inclusion/RTI Teachers	Aug. 2010-June 2011	Lesson Plans Principal Walkthroughs Program Reports Grade level meetings RTI Reports	
2. Maintain high expectations for all students by providing Inclusion settings to better prepare Sp. Ed students for state requirements.	Technology Funds- 411 AWARE- Local; Five-Star Education Solutions, 404/255; Reading A to Z- 411 IXL Math- 411 Staff- Local: 11 FTE; 211: 2 FTE; 285: 1 FTE	Principal Sp Ed. Teachers	Aug. 2010-June 2011	Principal Walkthroughs Benchmarks Grade level meetings Parent conferences	
3. Enhance the Gifted/Talented program to service students in content clusters Services. Pursue 30 hour endorsements for teachers and monitor 6 hour update.	AWARE- Local; Five-Star Education Solutions, 404/255; Reading A to Z- 411 IXL Math- 411 Staff- Local: 7 FTE; SCE: 1 FTE; 266: 1 FTE	Principal Counselor G/T Committee	Aug. 2010-June 2011	Professional Development Log Certificates of completed hours Principal Walkthroughs	
4. Establish BE program guidelines and implement district adopted curriculum and framework for all content areas.	CSCOPE - Local AWARE- Local; Five-Star Education Solutions, 404/255; Reading A to Z- 411 IXL Math- 411; SIOP- 165; ELPS- 165 Staff- Local: 7 FTE; SCE: 1FTE; 266: 1 FTE; 285: 1 FTE	Principal Assistant Principals Bilingual Teachers	Aug. 2010-June 2011	Benchmarks – AWARE Principal Walkthroughs Lesson Plans Professional Development Log	
5. Teachers will incorporate Working on the Work framework in designing engaging work for all students including Sp Ed, LEP, At-risk, and Migrant..	CSCOPE - Local Schlechty WOW Framework-Local Staff – Local: 39 FTE; 211: 2 FTE; 266: 3 FTE; SCE: 1 FTE	Principal Assistant Principal(s) Curriculum Facilitators	Aug. 2010-June 2011	Design Team Meetings Grade level meetings Lesson Plans Principal Walkthroughs	

## Campus Improvement Plan for 2010– 2011

### Goal 4

<b>CAMPUS GOAL:</b>	Promote a safe, secure and positive school climate for students, parents and staff.				
<b>PERFORMANCE OBJECTIVE:</b>	Parental involvement will increase at Pearsall Intermediate School in both number of participants and frequency of participation as indicated by activity documentation logs.				
<b>ASSESSMENTS:</b>	FORMATIVE: Community and Parental Input, PBS Surveys    SUMMATIVE: PBS Reports, Participation of parental activities				
STRATEGIES/ACTIVITIES	RESOURCES	PERSON REPORTING	EVALUATION TIMELINES	EVIDENCE OF IMPLEMENTATION	
1. Conduct a Meet the Teacher Night to introduce the children to their teacher and staff.	Student Rosters/Classroom supply lists – Local Funds Title 1, 2 FTE Local, 2 FTE, SCE, 3 FTE Sp. Ed. – 313, 3 FTE	Principal Int. Faculty	August 2010	Community Advertisement Parent Sign-In Sheets	
2. Increase frequency of parent involvement activities and conferences.	Teacher conferences Communication - E-mails/ Phone Daily Contract Folders Parent Forums – Title 1 Funds	Principal Parent Involvement Committee Int. Faculty	Aug. 2010-June 2011	Parent Conference Logs Parent Forum Sign-In Doc. Rtl/P.E. participation Sign-In	
3. Establish a team of trained teachers to ensure smooth, orderly operations and improve the quality of interaction between teachers and students.	Positive Behavior Initiative System – 226 District Social Worker - SCE Local- 2, SCE 3 FTE; 266: 2FTE	Principal, PBIS Team Teachers Counselor Dist. Social Worker	Aug. 2010-June 2011	Professional Development Log Principal Walkthroughs PBIS Meetings and Reports Faculty/Grade level meetings	
4. Implement an Anti-Drug/Fire prevention program during Red Ribbon Week activities.	Supplies- Local Counselor-Local, 1FTE Community Members Positive Behavior Initiative System – 226	Principal Counselor PBIS Team	October 2010	Counselor presentations PBS Meetings Community/Parent participation	
5. Parent Connection component of Gradespeed will be offered to parents for computer access into their children’s grades.	School facilities Technology/ Gradespeed – 411 SCE, 2 FTE; PEIMS Clerk-Local; Local- Local	Principal PEIMS Clerk District Tech. Director	Aug. 2010-June 2011	Program Contact Logs Parental Input Student grades	
6. PBIS program will implement a continuum of research-based school-wide positive strategies, practices and standards for behavior intervention and prevention. Propose cameras and “lock down” equipment for campus.	Positive Behavior Initiative System – 226; District Social Worker - SCE Local, SCE 2 FTE	Principal, Teachers Counselor Dist. Social Worker/PBIS Team Region 20-Title 1	Aug. 2010-June 2011	PBS Faculty Meetings Professional Development Logs PBS Campus Surveys	

## Campus Improvement Plan for 2010 – 2011

### Goal #5

<b>CAMPUS GOAL:</b>		Pearsall Intermediate will provide a safe school environment that enhances student and teacher attendance.			
<b>PERFORMANCE OBJECTIVE:</b>		As indicated by 2011 results, Intermediate student attendance will increase to 98% and staff attendance by 5%.			
<b>ASSESSMENTS:</b>		FORMATIVE: Daily and Weekly PEIMS reports. SUMMATIVE: Annual PEIMS reports, Staff Absence Report			
STRATEGIES/ACTIVITIES	RESOURCES	PERSON REPORTING	EVALUATION TIMELINES	EVIDENCE OF IMPLEMENTATION	
1. Student attendance will be increased through the use of student recognition and rewards.	Rewards- 461, Wal-Mart Donations Local, 5 FTE SCE Funds Staff- Local: 14 FTE; 211: 2 FTE; 266: 2 FTE; SCE: 1 FTE	Administration Attendance Committee Student Recognition Committee PBIS Team Counselor PEIMS Clerk	Aug. 2010-June 2011	PEIMS Attendance Reports Sign – Out records	
2. Informal attendance will be taken at 8:30, with phone calls to be made to homes of students that are absent and truancy referrals made for those without phones and/or with 3 consecutive absences or excessive tardiness.	District Truant Officer – 428 District Social Worker - SCE PEIMS Clerk- Local: 3 FTE; SCE: 1	Principal Counselor Teachers PEIMS Clerk Truant Officer	Aug. 2010-June 2011	PEIMS Attendance Report Sign – Out records Parent conferences	
3. Immediate intervention and periodic screening will be given to those students in need of medical attention to increase attendance.	School Nurse-, Local-2 FTE SCE Funds, 2 FTE	Principal School Nurse PEIMS Clerk	Aug. 2010-June 2011	Nurse’s Daily Log	
4. Provide support to families in need through District Social Services while monitoring student attendance concerns.	District Truant Officer –HS Allotment District Social Worker - Local SCE, 3 FTE, Title 1, 2 FTE	Principal PEIMS Clerk School Nurse	Aug. 2010-June 2011	Daily Attendance Reports Sign-Out records Nurse’s Daily Log	
5. Student attendance record communicated to parents of those students who are consistently late to school – letter will indicate number of minutes lost due to tardiness or dates left early.	Attendance Reports - PEIMS District Truant Officer – HS Allotment District Social Worker - SCE School Nurse – SCE, 2 FTE	Principal Teachers PEIMS Clerk School Nurse	Aug. 2010-June 2011	Daily Tardy Log and Sign out records Nurse’s Daily Log PEIMS Attendance Report	

ESC Region #:	20
LEA:	Pearsall ISD
Co/District #:	082-903

**Special Education Monitoring System  
2007-2008**

Stage of Intervention:	4
Submittal Date:	Feb. 2008

**Continuous Improvement Plan**

<b>DESIRED RESULT</b> (Goal(s) that address each identified area of improvement)	<b>MEASURABLE EVIDENCE OF CHANGE</b> (Qualitative and/or quantitative measures of student performance/ program improvement)	<b>ACTIVITIES</b> (Initiatives planned to achieve the desired result)	<b>RESOURCES</b> (Materials/supplies, fiscal, and personnel needed to implement activities)	<b>TIMELINES</b> Initial ( <i>Beginning</i> ) Interim ( <i>Formative</i> ) and Final ( <i>Summative</i> ) for evaluation purposes
<b>(1) SPED TAKS PASSING RATE</b>  The district will increase the Mathematic Reading/ELA and Science TAKS passing rate to state standard	Increase the district TAKS passing rate to or above the state accountability standard of 45% in Mathematic, 65% in Reading/ELA and to 40% in Science by August 2008	<b>1.1</b> Provide training to Teachers, Counselors, and support staff in the area of state required assessment (TAKS, TAKS A, TAKS M, and TAKS Alt). <b>1.2</b> Provide district dyslexia (LEXIA) program training to special education and RTI teachers K-5 <sup>th</sup> <b>1.3</b> Provide RTI training to teachers grades Pre-K 5 <sup>th</sup> <b>1.4</b> Review current teaching strategies for curriculum alignment with TAKS and IEPs.	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• IDEA Formal Funds</li> <li>• Local/state Funds</li> <li>• Dyslexia Coordinator</li> <li>• Stetson &amp; Associates, Inc.</li> <li>• GG Consulting, LLC</li> </ul>	Initial: Aug. 2007 Interim: June 2008 Final: Jan. 2009

<b>DESIRED RESULT</b> <b>(Goal(s) that address each identified area of improvement)</b>	<b>MEASURABLE EVIDENCE OF CHANGE</b> <b>(Qualitative and/or quantitative measures of student performance/ program improvement)</b>	<b>ACTIVITIES</b> <b>(Initiatives planned to achieve the desired result)</b>	<b>RESOURCES</b> <b>(Materials/supplies, fiscal, and personnel needed to implement activities)</b>	<b>TIMELINES</b> <b>Initial (<i>Beginning</i>)</b> <b>Interim (<i>Formative</i>)</b> <b>and</b> <b>Final (<i>Summative</i>)</b> <b>for evaluation purposes</b>
		<p><b>1.5 Provide Staff development on inclusionary practices for general and special education staff:</b></p> <ul style="list-style-type: none"> <li>• <b>Select campus teams to attend the Inclusion Works Conference to improve planning and collaboration at the campus level</b></li> <li>• <b>Provide training to paraprofessionals and regular teachers to better understand role responsibilities (Increasing the Success of Paraprofessionals and Classroom Teachers Working Together)</b></li> <li>• <b>Provide training to special education teachers and assessment staff to develop IEPs based on grade level content standards (Special Education Manager IEP program) and conduct an</b></li> </ul>		

<b>DESIRED RESULT</b> <b>(Goal(s) that address each identified area of improvement)</b>	<b>MEASURABLE EVIDENCE OF CHANGE</b> <b>(Qualitative and/or quantitative measures of student performance/ program improvement)</b>	<b>ACTIVITIES</b> <b>(Initiatives planned to achieve the desired result)</b>	<b>RESOURCES</b> <b>(Materials/supplies, fiscal, and personnel needed to implement activities)</b>	<b>TIMELINES</b> <b>Initial (<i>Beginning</i>)</b> <b>Interim (<i>Formative</i>)</b> <b>and</b> <b>Final (<i>Summative</i>)</b> <b>for evaluation purposes</b>
		<p><b>analysis of the vertical alignment of the curriculum to the IEPs.</b></p> <p><b>1.6 Each Campus to review disaggregated data to identify causal and instructional factor for lowered TAKS passing rates</b></p>		
	<p><b>The district will increase the placement rate of children served in instructional</b></p>	<p><b>8.1 Coordinate with local Head Start agencies for placement of students with disabilities in their programs.</b></p>	<ul style="list-style-type: none"> <li>• <b>Campus Administrators</b></li> <li>• <b>Special Education Director</b></li> <li>• <b>IDEA Formal Funds</b></li> </ul>	<p><b>Initial: Aug. 2007</b>  <b>Interim: June 2008</b>  <b>Final: Jan. 2009</b></p>

<b>DESIRED RESULT</b> <b>(Goal(s) that address each identified area of improvement)</b>	<b>MEASURABLE EVIDENCE OF CHANGE</b> <b>(Qualitative and/or quantitative measures of student performance/ program improvement)</b>	<b>ACTIVITIES</b> <b>(Initiatives planned to achieve the desired result)</b>	<b>RESOURCES</b> <b>(Materials/supplies, fiscal, and personnel needed to implement activities)</b>	<b>TIMELINES</b> <b>Initial (<i>Beginning</i>)</b> <b>Interim (<i>Formative</i>)</b> <b>and</b> <b>Final (<i>Summative</i>)</b> <b>for evaluation purposes</b>
<p><b>8) Less Restrictive Environment</b> <b>(Ages 3-5)</b></p> <p>The district will increase the placement of children ages 3-5 in more inclusive setting.</p>	<p>settings 40 and 41s to the state rate of 11.0 by 2009.</p>	<p>8.2 Child find efforts to increase the number of children ages 3-5. (TMC, CSA, ECI agencies)</p> <p>8.3 The special ed. director and speech supervisor will <b>analyze and review the appropriateness of all speech</b> referrals by screening all referred children ages 3-5 before evaluation.</p> <p>8.4 <b>The district will provide training on speech guidelines and will conduct an informal evaluation based on</b> the total number of referrals processed during the school year.</p>	<ul style="list-style-type: none"> <li>• Ed. Diagnostician</li> <li>• Local/state Funds</li> </ul>	

<b>DESIRED RESULT</b> <b>(Goal(s) that address each identified area of improvement)</b>	<b>MEASURABLE EVIDENCE OF CHANGE</b> <b>(Qualitative and/or quantitative measures of student performance/ program improvement)</b>	<b>ACTIVITIES</b> <b>(Initiatives planned to achieve the desired result)</b>	<b>RESOURCES</b> <b>(Materials/supplies, fiscal, and personnel needed to implement activities)</b>	<b>TIMELINES</b> <b>Initial (<i>Beginning</i>)</b> <b>Interim (<i>Formative</i>)</b> <b>and</b> <b>Final (<i>Summative</i>)</b> <b>for evaluation purposes</b>
<b>12) SPED RHSP/DAP DIPLOMA RATE</b>	<b>The district will increase the percent of students served in special education graduating with a Recommended High School Program or Distinguished Achievement Program diploma to the state rate of 16.5%</b>	<b>12.1 Provide training in the area inclusive settings to district staff (A Step by Step Approach for Inclusive Schools)</b>  <b>12.2 Counsel with special education high school students to provide information regarding the different diploma options available</b>  <b>12.3 Evaluate current IEPs to determine if modifications and accommodations in regular classes are effective in providing students with disabilities access to the general curriculum</b>  <b>12.4 Provide resources and training to support implementation of research-based practices (Differentiated Instruction)</b>  <b>12.5 Review RHSP/DAP PEIMS Coding at the end of the year for accuracy of data (counselors, assessment staff, PEIMS coordinator, special education director)</b>	<ul style="list-style-type: none"> <li>• <b>Special Education Director</b></li> <li>• <b>Region 20</b></li> <li>• <b>District Staff</b></li> <li>• <b>IDEA Funds</b></li> <li>• <b>Stetson &amp; Associates, Inc.</b></li> </ul>	<b>Initial: Aug. 2007</b> <b>Interim: Jan. 2008</b> <b>Final: Jan. 2009</b>

<p><b>DESIRED RESULT</b> (Goal(s) that address each identified area of improvement)</p>	<p><b>MEASURABLE EVIDENCE OF CHANGE</b> (Qualitative and/or quantitative measures of student performance/ program improvement)</p>	<p><b>ACTIVITIES</b> (Initiatives planned to achieve the desired result)</p>	<p><b>RESOURCES</b> (Materials/supplies, fiscal, and personnel needed to implement activities)</p>	<p><b>TIMELINES</b> Initial (<i>Beginning</i>) Interim (<i>Formative</i>) and Final (<i>Summative</i>) for evaluation purposes</p>
<p><b>(17) SPED LEP REPRESENTATION</b></p> <p>The district will decrease the number of students identified as Limited English Proficient (LEP) served in special education.</p>	<p>The percent of special education LEP students will decrease to a difference score of 1.0 % between the district overall LEP percentage and the SPED LEP % by 2009.</p>	<p>17.1 The district will review policies and procedures for speech eligibility with speech supervisor and speech pathologist.</p> <p>17.2 Speech Supervisor to screen children ages 3-6 before referral is made for possible language or articulation problems.</p> <p>17.3 Fund Early Intervention Teacher (Flores Elem.) and Inclusion Teacher (P.JR.High) to review student data, select target population, and assist struggling students in the area of Reading and Mathematics.</p> <p>17.4 Provide resources and training to support implementation of research-based practices of second language learners to include: differentiated instruction, modifications, RTI strategies and cultural awareness</p> <p>17.5 Analyze causal and instructional factors related to the high percentage of students identified as SPEDLEP.</p> <p>17.6 The district system to evaluate the effectiveness of the prereferral/early intervention assistance will include the following components: An RTI model at the elementary grades, Pre-K to 5<sup>th</sup> the effectiveness of this model will be evaluated by the number of initial referrals to special education in comparison to the previous year</p> <p>17.7 An inclusion and mainstreamed model at the middle and secondary level, this model will be evaluated by comparing the percentage of code 40s to the previous year's percentage.</p> <p>17.8 Collaborate with the Language Proficiency Assessment Committee to address language proficiency levels of instruction and instructional placement for special education students.</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Campus Counselor</li> <li>• IDEA Funds</li> <li>• Local/state Funds</li> <li>• ESC Region 20 consultants</li> </ul>	<p><b>Initial: Aug. 2007</b></p> <p><b>Interim: Jan. 2008</b></p> <p><b>Final: May 2009</b></p>

<b>DESIRED RESULT</b> <b>(Goal(s) that address each identified area of improvement)</b>	<b>MEASURABLE EVIDENCE OF CHANGE</b> <b>(Qualitative and/or quantitative measures of student performance/ program improvement)</b>	<b>ACTIVITIES</b> <b>(Initiatives planned to achieve the desired result)</b>	<b>RESOURCES</b> <b>(Materials/supplies, fiscal, and personnel needed to implement activities)</b>	<b>TIMELINES</b> <b>Initial (<i>Beginning</i>)</b> <b>Interim (<i>Formative</i>)</b> <b>and</b> <b>Final (<i>Summative</i>)</b> <b>for evaluation purposes</b>
		<p><b>17.9 Collaborate with the LPAC to determine appropriate assessment instrument and performance standard requirements to exit students.</b></p>		

<b>DESIRED RESULT</b> <b>(Goal(s) that address each identified area of improvement)</b>	<b>MEASURABLE EVIDENCE OF CHANGE</b> <b>(Qualitative and/or quantitative measures of student performance/ program improvement)</b>	<b>ACTIVITIES</b> <b>(Initiatives planned to achieve the desired result)</b>	<b>RESOURCES</b> <b>(Materials/supplies, fiscal, and personnel needed to implement activities)</b>	<b>TIMELINES</b> <b>Initial (<i>Beginning</i>)</b> <b>Interim (<i>Formative</i>)</b> <b>and</b> <b>Final (<i>Summative</i>)</b> <b>for evaluation purposes</b>
<b>20) SPED DISCRETIONARY PLACEMENT TO ISS</b>	<b>The district will decrease the special education discretionary ISS placement rate to no more than 16.0 percentage points higher than the</b>	<b>20.1 Provide Ruby Payne in-service to district staff (Working with Children from Poverty)</b> <b>20.2 Provide None Crisis Intervention training to campus staff</b> <b>20.3 Jo Mascorro workshop “Strategies to Assist in Teaching Children Ownership and Management of Their Behavior”</b> <b>20.4 The district will provide the services of a social worker to conduct individual or group counseling to students and assist teachers in understanding behavior before it escalates.</b> <b>20.5 Implement an extended day program to address behavioral</b>	<ul style="list-style-type: none"> <li>• <b>Campus Administrators</b></li> <li>• <b>Special Education Director</b></li> <li>• <b>Region 20</b></li> <li>• <b>IDEA Funds</b></li> <li>• <b>District PEIMS Coordinator</b></li> </ul>	<b>Initial: Sept. 2008</b> <b>Interim: Jan. 2009</b> <b>Final: June 2009</b>

<b>DESIRED RESULT</b> <b>(Goal(s) that address each identified area of improvement)</b>	<b>MEASURABLE EVIDENCE OF CHANGE</b> <b>(Qualitative and/or quantitative measures of student performance/ program improvement)</b>	<b>ACTIVITIES</b> <b>(Initiatives planned to achieve the desired result)</b>	<b>RESOURCES</b> <b>(Materials/supplies, fiscal, and personnel needed to implement activities)</b>	<b>TIMELINES</b> <b>Initial (<i>Beginning</i>)</b> <b>Interim (<i>Formative</i>)</b> <b>and</b> <b>Final (<i>Summative</i>)</b> <b>for evaluation purposes</b>
	<p>percent of overall discretionary ISS placement.</p> <p>20.6 The district will decrease the number of students with disabilities assigned to</p>	<p>issues that will focus on after school and Saturday detention before ISS (PHS) placement.</p> <p><b>20.6The district will evaluate the current system to determine the appropriateness of students with disabilities who are assigned to ISS.</b></p> <p><b>20.7The district will provide staff development to address district and campus needs related to disciplinary issues: implement the Positive Behavior Support Discipline System</b></p> <p>1.1 Provide training in the area of state assessment (TAKS, TAKS M, TAKS ALT) to parents of students with disabilities</p> <p>1.2 Provide training on teaching</p>	<ul style="list-style-type: none"> <li>• Social Worker</li> </ul>	

<b>DESIRED RESULT</b> <b>(Goal(s) that address each identified area of improvement)</b>	<b>MEASURABLE EVIDENCE OF CHANGE</b> <b>(Qualitative and/or quantitative measures of student performance/ program improvement)</b>	<b>ACTIVITIES</b> <b>(Initiatives planned to achieve the desired result)</b>	<b>RESOURCES</b> <b>(Materials/supplies, fiscal, and personnel needed to implement activities)</b>	<b>TIMELINES</b> <b>Initial (<i>Beginning</i>)</b> <b>Interim (<i>Formative</i>)</b> <b>and</b> <b>Final (<i>Summative</i>)</b> <b>for evaluation purposes</b>
<p><b>Parent Issues</b></p> <p>The district will provide parent training on strategies for helping students to become more successful on state assessments.</p>	<p>ISS during the 2008-09 school year in comparison to 2007-08 to a PBMAS PL of 1.</p> <p>The district will increase communication with parents of students with disabilities as measured by the number of parents attending training on the state assessments and teaching strategies.</p>	<p>strategies for parents of students with disabilities and evaluate the effectiveness of the training based on the state assessment results.</p> <p>1.3 To improve communication between parents of students with disability and the school district the following method will be implemented: monthly campus newsletter will be distributed out to parents and posted on the district website that describes what students will be learning and any activities scheduled during that six week period, academic team conferences for parents, progress report and report card messages every six weeks, department nights for parents on different subjects will be held, and TAKS night for parent to explain state assessments.</p>	<ul style="list-style-type: none"> <li>• ESC Service Center</li> <li>• IDEA Funds</li> <li>• District staff</li> </ul>	<p><b>Initial: Sept. 2008</b></p> <p><b>Interim: Jan. 2009</b></p> <p><b>Final : Sept; 2009</b></p>

<b>DESIRED RESULT</b> <b>(Goal(s) that address each identified area of improvement)</b>	<b>MEASURABLE EVIDENCE OF CHANGE</b> <b>(Qualitative and/or quantitative measures of student performance/ program improvement)</b>	<b>ACTIVITIES</b> <b>(Initiatives planned to achieve the desired result)</b>	<b>RESOURCES</b> <b>(Materials/supplies, fiscal, and personnel needed to implement activities)</b>	<b>TIMELINES</b> <b>Initial (<i>Beginning</i>)</b> <b>Interim (<i>Formative</i>)</b> <b>and</b> <b>Final (<i>Summative</i>)</b> <b>for evaluation purposes</b>

<p style="text-align: center;"><b>Follow-Up Activities</b>  <i>After the interim benchmark for evaluation, what will we do if the initial plan isn't working?</i></p>
<p><b>Based on campus recommendations after the interim benchmark, the CIP will be revised and new activities will be implemented as necessary.</b></p>

**Corrective Action**

**The LEA must address the status of any previous corrective action and develop a plan for any new or continuing noncompliance.**

<b>Identify Areas of Noncompliance.</b> Enter the topic and specific legal reference from the CFR, TEC, or TAC.	<b>Corrective Action Activities</b>	<b>Timeline for Implementation</b>	<b>Current Compliance Status</b> <i>(for previously identified noncompliance, state <u>when</u> noncompliance initially was identified)</i>
<b>Referral for Full and Individual Initial Evaluation 19 Texas Administrative Code (TAC) 89.1011</b>	<ul style="list-style-type: none"> <li>• <b>Review special education policies and procedures, including operating guidelines and make revisions if necessary.</b></li> <li>• <b>Notify all individuals that might be effected by the revisions of these guidelines, if guidelines are revised.</b></li> </ul>	<b>Initial: August 2008</b> <b>Interim: Jan. 2009</b> <b>Final: August 2009</b>	<b>No noncompliance previously identified</b>

**Corrective Action**

**The LEA must address the status of any previous corrective action and develop a plan for any new or continuing noncompliance.**

<p><b>Definition of Individualized Education Program (IEP) 300.320 (a) (3) (i)</b></p>	<ul style="list-style-type: none"><li>• <b>The district will provide training to assessment staff, special education teachers, and counselors on the requirements of measuring student's progress toward meeting the annual goals and objectives in the IEP. Specifically, to students coded 40.</b></li></ul>	<p><b>Initial: August 2008</b></p> <p><b>Interim: Jan. 2009</b></p> <p><b>Final: August 2009</b></p>	<p><b>No noncompliance previously identified</b></p>
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	20	<b>Bilingual Education / ESL Monitoring System 2009-2010 Continuous Improvement Plan</b>	<b>Stage of Intervention:</b>	4
<b>LEA:</b>	Pearsall ISD		<b>Submittal Date:</b>	November 11, 2009
<b>Co/District #:</b>	082903			

Desired results/goals identified in the BE-ESL continuous improvement plan should be integrated, as appropriate, into LEA and campus improvement planning processes. The LEA must ensure that staff members on each campus have a clear understanding of the LEA's CIP activities. Campus principals must disseminate the CIP to all faculty members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementations and evaluation. The LEA must also conduct monitoring to determine the progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance. The LEA must provide the TEA with updates regarding implementation, monitoring, and evaluation activities upon request.

<b>DESIRED RESULT</b> <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	<b>MEASURABLE EVIDENCE OF CHANGE</b> <i>Qualitative and/or quantitative measures of student performance/ program improvement</i>	<b>ACTIVITIES</b> <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired results.</i>	<b>RESOURCES</b> <i>Material/supplies, fiscal, and personnel needed to implement activities.</i>	<b>TIMELINES</b> <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes.</i>
The goal of the district is to increase the percent of BE/ESL students passing the Spring 2010 state assessments in all tested areas for all grade levels.	Increase in the 2010 passing rate for BE/ESL students by 10% above 2009 scores.	<p>Provide staff development opportunities for BE/ESL and content area staff in the areas of:</p> <ul style="list-style-type: none"> <li>• <b>Balanced Literacy Program</b></li> <li>• <b>Response to Intervention (RTI)</b></li> <li>• <b>CSCOPE</b></li> <li>• <b>Schlechty Framework</b></li> <li>• <b>ELPS training</b></li> <li>• <b>Special Education Inclusion Strategies</b></li> <li>• <b>Differentiated Instruction</b></li> <li>• <b>SIOP Training</b></li> <li>• <b>ESL Certification Prep Classes</b></li> <li>• <b>5E Lesson Model</b></li> <li>• <b>Technology Training</b></li> <li>• <b>Making Special Education Eligibility Determinations for LEP students</b></li> </ul> <p><b>Expand content area vocabulary and increase comprehension through the use of:</b></p>	<b>Region 20 Service Center</b> <b>Bilingual Program Coordinator</b> <b>Campus Principals</b> <b>Bilingual/ESL Teachers</b> <b>District Social Worker</b> <b>Consultants</b>	<b>Initial: August 2009</b>  <b>Interim: January 2010</b>  <b>Final: June 2010</b>

		<ul style="list-style-type: none"><li>• <b>Integrated technology for instruction</b></li><li>• <b>Word walls/Gallery Walk</b></li><li>• <b>Hands-on/engaging activities</b></li><li>• <b>Word mapping/wraps</b></li><li>• <b>ESL Smart Program</b></li><li>• <b>Rosetta Stone</b></li><li>• <b>Success Maker</b></li></ul> <p><b>Provide interventions for BE/ESL students:</b></p> <ul style="list-style-type: none"><li>• <b>Provide targeted instruction for Math and Reading (Voyager)</b></li><li>• <b>Double Blocked Math Class (High School)</b></li><li>• <b>Math &amp; Science Huddle (MASH)</b></li><li>• <b>Use of ESL paraprofessional</b></li><li>• <b>Before /After School Tutorials</b></li><li>• <b>Self-paced Credit Recovery Courses</b></li><li>• <b>TAKS remediation classes</b></li><li>• <b>Advisory Mentor Program</b></li></ul>		
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<b>ESC Region #:</b>	<b>20</b>	<b>Bilingual Education / ESL Monitoring System 2009-2010</b>	<b>Stage of Intervention:</b>	<b>4</b>
<b>LEA:</b>	<b>Pearsall ISD</b>		<b>Submittal Date:</b>	<b>November 11, 2009</b>
<b>Co/District #:</b>	<b>082903</b>		<b>Continuous Improvement Plan</b>	
<b>DESIRED RESULT</b> <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	<b>MEASURABLE EVIDENCE OF CHANGE</b> <i>Qualitative and/or quantitative measures of student performance/ program improvement</i>	<b>ACTIVITIES</b> <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired results.</i>	<b>RESOURCES</b> <i>Material/supplies, fiscal, and personnel needed to implement activities.</i>	<b>TIMELINES</b> <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes.</i>
The district will consistently implement the BE-ESL program and use the district CSCOPE curriculum and Schlechty framework to horizontally and vertically align to include ELP standards.	90% of Administrator walkthroughs in classrooms and teacher lesson plans will reflect implementation of programs	Follow BE-ESL program guidelines and implement the district adopted curriculum and framework for Science, Math, Reading/ELA, and Social Studies to include the engaging ELP standards that are imbedded into the lessons.  Communicate the vision and mission of the BE/ESL program.	CSCOPE Curriculum Schlechty Framework Curriculum Director Campus Principals Grade Level Teams	<b>Initial: August 2009</b>  <b>Interim: January 2010</b>  <b>Final: June 2010</b>
The district will assess the academic progress of LEP students through the use of interim benchmark assessments.	Increase in the 2010 benchmark scores in all content areas.	Administer benchmark assessments and disaggregate data for all tested areas <ul style="list-style-type: none"> <li>• Gauge the academic progress in Science, Math and Reading/ELA</li> <li>• Assign interventions if needed for students</li> <li>• Adjust/modify program components as needed</li> </ul>	Curriculum Director Campus Principal Campus Testing Coordinators Department Heads Content Area Reps Teachers	<b>Initial: August 2009</b>  <b>Interim: January 2010</b>  <b>Final: June 2010</b>

<b>ESC Region #:</b>	<b>20</b>	<b>Bilingual Education / ESL Monitoring System 2009-2010</b>		<b>Stage of Intervention:</b>	<b>4</b>
<b>LEA:</b>	<b>Pearsall ISD</b>			<b>Submittal Date:</b>	<b>November 11, 2009</b>
<b>Co/District #:</b>	<b>082903</b>			<b>Continuous Improvement Plan</b>	
<b>DESIRED RESULT</b> <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	<b>MEASURABLE EVIDENCE OF CHANGE</b> <i>Qualitative and/or quantitative measures of student performance/ program improvement</i>	<b>ACTIVITIES</b> <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired results.</i>	<b>RESOURCES</b> <i>Material/supplies, fiscal, and personnel needed to implement activities.</i>	<b>TIMELINES</b> <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes.</i>	
The district will check the accuracy of the coding of LEP students in instructional settings	100% accuracy on PEIMS Data Report	<p>Ensure that LEP students are receiving appropriate instructional services by:</p> <ul style="list-style-type: none"> <li>• Verifying LEP PEIMS data</li> <li>• Adjusting student schedules</li> <li>• Reviewing at-risk student profiles</li> </ul>	<p>PEIMS Reports PEIMS Staff Counselors Campus Principals BE-ESL Teachers</p>	<p><b>Initial: August 2009</b></p> <p><b>Interim: January 2010</b></p> <p><b>Final: June 2010</b></p>	
The district will decrease the percentage of LEP students identified to receive Special Education services.	Decrease in the LEP representation in Special Education to the state PBMAS standard of 1.0% or lower .	ARD and LPAC committee will review test data on individual LEP students in Special Education to determine if second language acquisition support is still needed utilizing the 6 step evaluation process in TAC 89.1225A	<p>ARD Committee LPAC Committee Special Education Diagnosticians Campus Counselors Campus Principals</p>	<p><b>Initial: August 2009</b></p> <p><b>Interim: January 2010</b></p> <p><b>Final: June 2010</b></p>	

<b>ESC Region #:</b>	<b>20</b>	<b>Bilingual Education / ESL Monitoring System 2009-2009</b>		<b>Stage of Intervention:</b>	<b>4</b>
<b>LEA:</b>	<b>Pearsall ISD</b>			<b>Submittal Date:</b>	<b>November 11, 2009</b>
<b>Co/District #:</b>	<b>082903</b>			<b>Continuous Improvement Plan</b>	
<b>DESIRED RESULT</b> <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	<b>MEASURABLE EVIDENCE OF CHANGE</b> <i>Qualitative and/or quantitative measures of student performance/ program improvement</i>	<b>ACTIVITIES</b> <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired results.</i>	<b>RESOURCES</b> <i>Material/supplies, fiscal, and personnel needed to implement activities.</i>	<b>TIMELINES</b> <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes.</i>	
The district will develop a plan to expand communication to district staff, parents, and community members about BE-ESL program information.	Increase awareness of program guidelines and allow opportunities for parental and staff input.  Decrease LEP parent denials for BE/ESL programs	Communication will be expanded to include program information in English and Spanish using: <ul style="list-style-type: none"> <li>• District web page</li> <li>• PAC meetings/Parent Liaison</li> <li>• Bilingual/ESL staff meetings</li> <li>• Local cable network</li> <li>• Parent letters</li> <li>• Event flyers</li> <li>• Program Brochures</li> </ul> Administrators meet with parents of denials to discuss benefits of BE/ESL program.  Need to establish campus level bilingual translator.  Establish and communicate mission for BE/ESL program.	Technology Director Bilingual Coordinator Campus Counselors Campus Principals Bilingual-ESL Staff District/ Campus Social Worker Parent Liaison District Translator	Initial: August 2009  Interim: January 2010  Final: June 2010	

	20	<b>Bilingual Education / ESL Monitoring System 2009-2010</b>		<i>Stage of Intervention:</i>	4
<b>LEA:</b>	Pearsall ISD			<i>Submittal Date:</i>	November 11, 2009
<b>Co/District #:</b>	082903			<b>Continuous Improvement Plan</b>	
<b>DESIRED RESULT</b> <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	<b>MEASURABLE EVIDENCE OF CHANGE</b> <i>Qualitative and/or quantitative measures of student performance/program improvement</i>	<b>ACTIVITIES</b> <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired results.</i>	<b>RESOURCES</b> <i>Material/supplies, fiscal, and personnel needed to implement activities.</i>	<b>TIMELINES</b> <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes.</i>	
The district will reduce the number of LEP students identified as dropouts and increase the graduation rate for LEP students.	<b>Graduation rate will increase to state requirement and drop out rate will be reduced to state expectation.</b>	<p>District will implement tracking system to eliminate errors in coding and to recover students who are counted as dropouts.</p> <p>District will provide interventions and programs to return students to school and complete requirements for graduation:</p> <ul style="list-style-type: none"> <li>• TAKS remediation program</li> <li>• Flexible scheduling</li> <li>• Credit Recovery</li> <li>• Review graduation plans annually</li> <li>• Monitor grades, attendance, and discipline records</li> </ul> <p>Establish a follow up data system to assess BE/ESL student participation in post secondary education and/or work.</p>	District/Campus Social Workers District Truant Officer Counselors Campus Principal Academic Dean	<p><b>Initial: August 2009</b></p> <p><b>Interim: January 2010</b></p> <p><b>Final: June 2010</b></p>	

### **Follow-Up Activities**


*After the interim benchmark for evaluation, what will we do if the initial plan isn't working?*

**After the interim benchmark for evaluation, the district and campus BE-ESL staff will review the data and revise the CIP and implement new activities as needed.**

**Interventions will be implemented in core subject areas to support BE/ESL students.**

- **Targeted instruction in identified areas**
- **Multiple interventions for High Need Students**
- **Conference with Students to address progress and performance**
- **Parent Conference to address student performance**
- **Computer Based Instruction**

**Pearsall Independent School District  
Migrant Education Program  
2010-2011**

<b>Priority for Services Action Plan</b>					
<b>GOAL:</b>	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.				
<b>OBJECTIVE:</b>	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.				
<b>EVIDENCE OF NEED</b>	<b>ACTIVITY</b>	<b>TIMELINE</b>	<b>STAFF RESPONSIBLE</b>	<b>RESOURCES</b>	<b>SUMMATIVE EVALUATION</b>
<p><b>Priority for Services</b></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
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**Pearsall Independent School District  
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**Priority for Services Action Plan (Cont'd p.2)**

<b>GOAL:</b>	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.				
<b>OBJECTIVE:</b>	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.				
<b>EVIDENCE OF NEED</b>	<b>ACTIVITY</b>	<b>TIMELINE</b>	<b>STAFF RESPONSIBLE</b>	<b>RESOURCES</b>	<b>SUMMATIVE EVALUATION</b>
<p><b>Priority for Services</b></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>	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