

# Pearsall Jr. High School

*Home of the Mighty Dogies*



## Campus Improvement Plan 2008-2010

## **Pearsall Jr. High School**

### **Curricular Focus: 2008-2010**

Instructional services for the students of Pearsall Jr. High School are always being evaluated for effectiveness towards learning. Input is sought from students, parents, and staff during different times of the school year. Input towards improvements on the campus are reviewed by the site-based decision making team composed of parents, community members, and staff. The following is a general description of the general instructional focus for this school year.

Pearsall Jr. High believes that all staff members have high expectations of themselves and their students. Instructional programs are adequately monitored and the necessary resources are supplied for delivery of instruction. Upon review of different student data such as 2009 TAKS results, PMBAS, AYP Reports, and surveys; it is determined that the curricular focus needs to be increased achievement for all our student populations. An emphasis to integrate Mathematics skill-building for struggling students through Title I Math support resources at every grade level will be done by increasing staff. Increased instruction for Math and Science will be incorporated daily for all students through each Academic Team during MASH (Math and Science Huddle) – 30 minutes daily. All departments will use the CSCOPE curriculum which is a more precise TEKS-based curriculum and helps to develop TAKS test-taking strategies towards the rigorous TAKS, TAKS A, TAKS M, and TAKS- Alt tests through its assessment alignment. We will continue to monitor student performance data periodically and to use research-based interventions such as Voyager Math and Voyager Reading, TAKS Rescue Tutorials, ESL-Reading Smart, and Inclusion Support for all Sp. Ed., LEP, Migrant, and At-Risk students who are in need of intervention. Staff will be engaged in training which directly affects improving instruction for all special populations and with training on student engagement activities through the Schlechty Foundation’s “Working on the Work”. We will provide the extra time needed by teachers for “WOW” with an extra conference period through Academic Teaming and Department Teaming. Academic Teaming will help us continue to focus on student academic progress and organization while fostering a safe and supportive learning environment. We will also provide subject department common planning conferences for vertical and horizontal alignment using the CSCOPE curriculum. We will also design more inter-disciplinary instructional units and incorporate more technology project-based instruction. Student progress will be monitored closer by Academic Team teachers, counselors, and administration in order to minimize failures and encourage success. We will also increase efforts to keep students in limited discipline settings while minimizing disruptions and participating more in the regular class instruction.

Instructional focus is also being placed on providing more instructional support for Sp. Ed., LEP, Migrant, 504, and At-Risk students. Instructional support for all students will be increased through the use of grade level Inclusion teachers and Academic Team paraprofessionals. Focus is also being given to developing good character qualities in our students. Character building will occur at every level through weekly activities, counselor presentations, school assemblies, and patriotic activities. We will also place more emphasis on technology education for all our students through increased availability and use of technological equipment. Student attendance is a major factor when achieving any of our instructional goals; therefore we will continue to strongly emphasize the importance of attending school to our students and parents. Low-cost incentives such as recess rewards and out-of-uniform days are among some incentives which will help increase our attendance percentages. Our campus also values the importance of individual health; therefore we will continue our health and wellness program through physical fitness for all our students.

Pearsall Jr. High is committed to providing a quality educational program for the children of our community. It is our most sincere intent to involve everyone associated with this commitment in the instructional process for the 2009-2010 school year. We will increase our parental involvement through more parent nights, meetings, report card conferences, and increased PTO efforts.

## **Pearsall Jr. High School has adopted the following administrative policies and procedures for identifying students:**

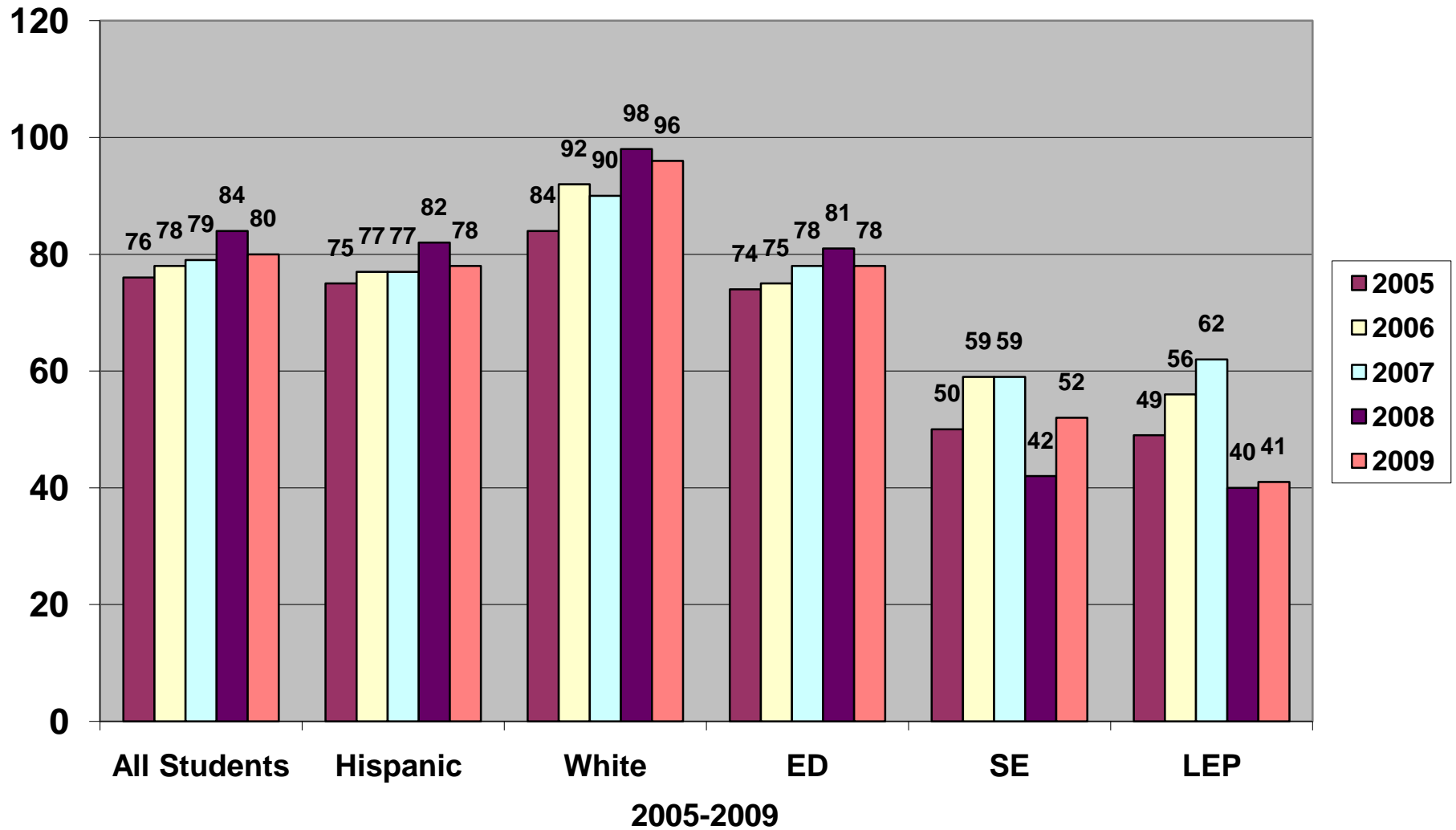
1. Pearsall Jr. High School conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems that may inhibit academic success. This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of federal and state programs and services is needed. This needs assessment includes, but is not limited to AEIS Reports, TAKS Summary Reports, student grade cards, teacher observations, and other data as appropriate. 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. Pearsall Jr. 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.
2. Through the use of faculty, CEIC, department meetings and teacher survey/response forms, Pearsall Jr. 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. The district 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 School-wide 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 School-wide 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.

Campus: 082903041  
 Campus Name: PEARSALL J H  
 District Name: PEARSALL ISD  
 County Name: FRIO

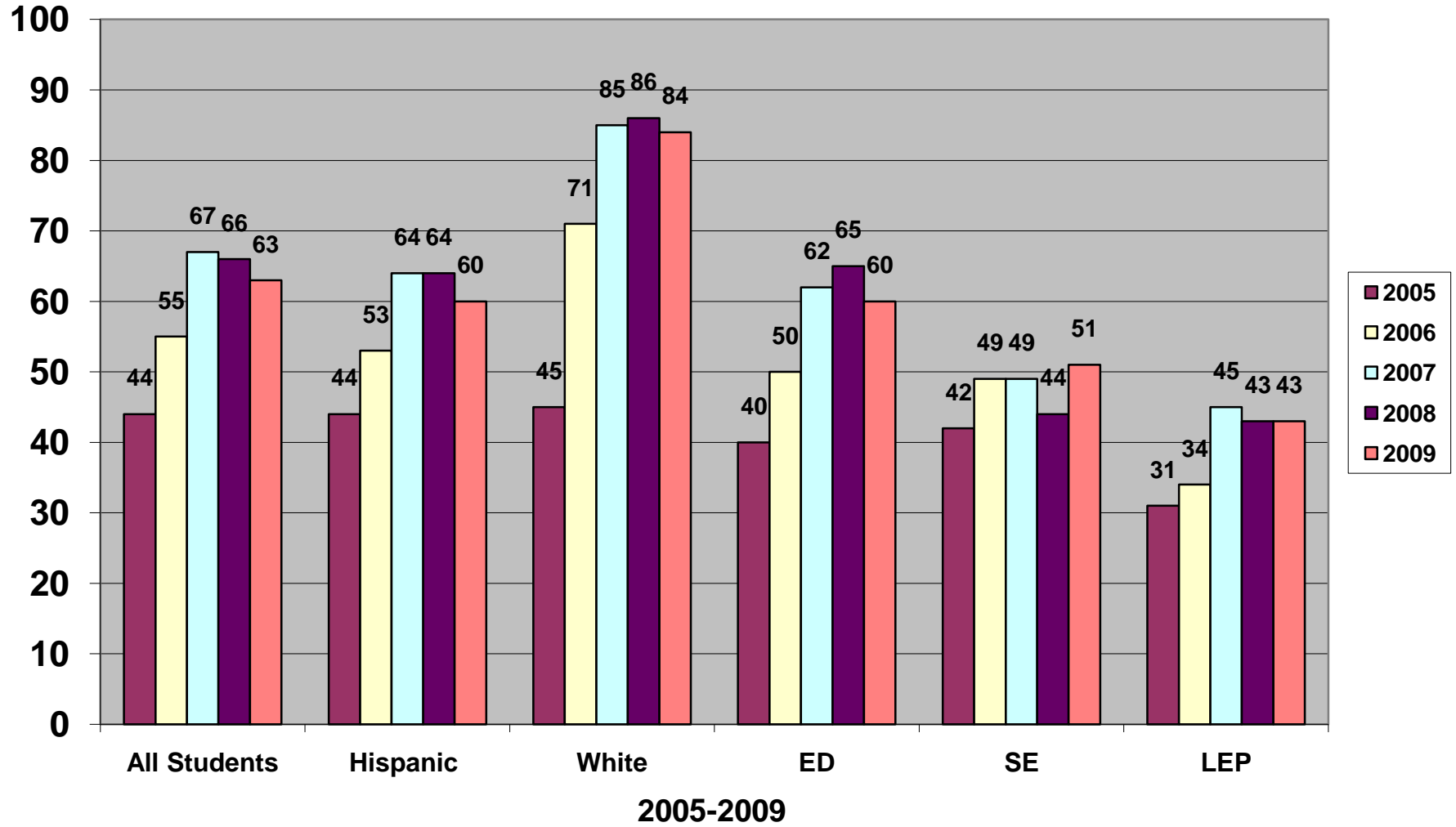
Selected AEIS Campus Data  
 A Multi-Year History for 2003-2008

	2003	2004	2005	2006	2007	2008	Campus Change 2003-08	District Change 2003-08	State Change 2003-08
TAKS All Tests Taken									
All Students	30%	35%	41%	53%	63%	55%	+25%	+18%	+25%
African American	*	*	*	*	*	*	-	+10%	+28%
Hispanic	27%	32%	40%	50%	60%	51%	+24%	+18%	+30%
White	56%	58%	50%	72%	80%	81%	+25%	+13%	+23%
Economically Disadvantaged	26%	30%	36%	46%	58%	52%	+26%	+18%	+29%
TAKS Reading/ELA									
All Students	65%	66%	78%	81%	82%	90%	+25%	+21%	+19%
African American	*	*	*	*	*	*	-	-12%	+26%
Hispanic	62%	64%	77%	79%	80%	88%	+26%	+23%	+24%
White	85%	87%	87%	94%	91%	> 99%	-	+10%	+13%
Economically Disadvantaged	61%	63%	76%	77%	80%	88%	+27%	+24%	+25%
TAKS Mathematics									
All Students	31%	39%	44%	56%	68%	70%	+39%	+23%	+23%
African American	*	*	*	*	*	*	-	+7%	+28%
Hispanic	28%	36%	44%	53%	65%	68%	+40%	+24%	+28%
White	60%	65%	50%	72%	86%	87%	+27%	+7%	+18%
Economically Disadvantaged	28%	35%	41%	49%	63%	68%	+40%	+24%	+28%
TAKS Writing									
All Students	70%	80%	87%	82%	92%	92%	+22%	+22%	+15%
African American	*	*	*	*	*	*	-	-	+22%
Hispanic	67%	81%	87%	82%	91%	93%	+26%	+24%	+20%
White	> 99%	75%	86%	80%	93%	88%	-	-7%	+9%
Economically Disadvantaged	67%	80%	87%	77%	90%	93%	+26%	+26%	+21%
TAKS Social Studies									
All Students	74%	61%	72%	78%	83%	92%	+18%	+22%	+15%
African American	*	*	*	*	*	*	-	-	+21%
Hispanic	70%	56%	71%	76%	81%	92%	+22%	+26%	+22%
White	> 99%	> 99%	81%	91%	> 99%	89%	-	+3%	+10%
Economically Disadvantaged	70%	57%	69%	76%	81%	91%	+21%	+26%	+23%
TAKS Science									
All Students	*	*	*	*	*	49%	-	+22%	+32%
African American	*	*	*	*	*	*	-	-	+37%
Hispanic	*	*	*	*	*	46%	-	+25%	+39%
White	*	*	*	*	*	72%	-	+0%	+28%
Economically Disadvantaged	*	*	*	*	*	43%	-	+22%	+3%

## Pearsall JH Multi Year AYP History: TAKS Reading



## Pearsall JH Multi Year AYP History: TAKS Math



## PISD Accountability Data 2009-2010

	DISTRICT			HIGH SCHOOL			JUNIOR HIGH			INTERMEDIATE		
TAKS Test	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

	DISTRICT			HIGH SCHOOL			JUNIOR HIGH			INTERMEDIATE		
TAKS Test	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

	DISTRICT			HIGH SCHOOL			JUNIOR HIGH			INTERMEDIATE		
TAKS Test	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	*	<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

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

The specific academic issue(s) that caused Pearsall Junior High School to not meet AYP in 2008-2009: *Sp. Ed. Reading Performance; Sp. Ed. Math Performance*. The following interventions are applied to Sp. Ed. At-risk, and ESL students. The data is reflected as 2008 and 2009 TAKS Results Data.

**Sp. Ed. Students**

Reading/English Language Arts list group(s) below		Mathematics list group(s) below		Attendance Rate-90% (list rate below)
Performance-60%	Participation-95%	Performance-50%	Participation-95%	92.7%; 93.6%
42%; 52%	97%; 100%	44%; 51%	97%; 100%	

**LEP Students**

Reading/English Language Arts list group(s) below		Mathematics list group(s) below		Attendance Rate-90% (list rate below)
Performance-60%	Participation-95%	Performance-50%	Participation-95%	96.3%; 94.4%
40%; 41%	100%; 100%	43%; 43%	100%; 100%	

**ATTENDANCE RATE**

**Sp. Ed. 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
92.5%	94 %	93.6%	96%		96.4%		96.8%		97%		97.2%	

**LEP 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
96.3%	96%	94.4%	96.2%		96.4%		96.8%		97%		97.2%	

The following practices concerning Pearsall Junior 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 assessments.

**PMBAS Indicators:**

Sp. Ed. Indicator #1 –Sp. Ed. English TAKS Passing Rate (Reading, Math, and Science)

BE/ESL Indicator #2 – LEP/ESL English TAKS Passing Rate (Reading, Math, and Science)

<b>SCHOOL IMPROVEMENT POLICIES/PRACTICES</b>	<b>RESOURCES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINE</b>	<b>FORMATIVE EVALUATION</b>
Review student data periodically to help determine possible causal factors for lower performance in Math and Reading. Administer Math and Reading Benchmarks for charting progress and provide interventions as needed.	2009 State TAKS AEIS-It System Voyager Math Reports Voyager Reading Reports	Principal – J. Hernandez Asst. Prin. – R. Garcia Math – D. Rodriguez Reading – R. Dominguez	May 2009 to July 2010	Grade Level Tracking Lists for Sp. Ed. At-Risk, Migrant, and LEP students  Reading and Math – 2010 TAKS
Implement a scientifically research-based intervention program in Reading and Math for struggling At-Risk, Sp. Ed., Migrant and LEP students– Scholastic Voyager Reading and Voyager Math. This intervention will be completed in Summer School.	165 – Bil. Funds 199 – General Funds 211 – SIP Funds 263 – ESL Funds 313 – Sp. Ed. Funds	Principal – J. Hernandez Math – D. Rodriguez	December 2009 to July 2010	Reading and Math – 2010 TAKS, TAKS A, and TAKS M Results
Hire an additional Math Intervention teacher to include more students in the Math Lab intervention classes.	ARRA Funds 1 FTE	Principal – J. Hernandez Math – D. Rodriguez	August 2009 to July 2010	Math – 2010 TAKS, TAKS A, and TAKS M Tests Results
Provide more intensive instruction in Math and Science Content and Vocabulary through the MASH (Math and Science Huddle) period; 30 minutes daily for all students.	199 –General Funds 164 – SCE Funds	Principal – J. Hernandez Math – D. Rodriguez Science – S. Yanez Academic Team Leaders	August 2009 to May 2010	Science and Math – 2010 TAKS, TAKS A, and TAKS M Tests Results
Provide Inclusion support in the content areas for the Sp. Ed. and LEP students with trained certified staff.  Provide language support in the content areas for the LEP students through the ELPS and SIOP trained staff.	199 –General Funds 164 – SCE Funds 165 – Bil/ESL Funds	Principal – J. Hernandez Math Dept. Staff	August 2009 to July 2010	Science, Reading, Writing, Math, and Social Studies – 2010 TAKS, TAKS A, and TAKS M Tests Results
Continue the framework for designing more engaging work for all students – Schlechty Working on the Work Continue the 5E Instructional Model through the C-Scope Curriculum.	199 – General Funds 211 – Funds	Principal – J. Hernandez Campus Design Team Campus Departments	July 2008 to May 2009	Reading and Math 2009-2010 Results for TAKS, TAKS A, and TAKS M Tests
Provide tutorials for students after benchmarking in Reading and Math – TAKS Rescue, TAKS Attack, TAKS Breakfast Club (Extended day, week , year)	199 – General Funds 164 – SCE Funds 211 – SIP Funds	Principal – J. Hernandez Reading – R. Dominguez Math – R. Rodriguez	November 2009 to July 2010	Reading and Math 2010 Results for TAKS, TAKS A, and TAKS M Tests

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**BE/ ESL indicator #8: LEP Annual Dropout Rate (Grades 7-12) for school year 2007-2008**

Pearsall Junior High School will work with the following strategies to motivate students to stay in school.

Ensuring Achievement in **Reading/ELA**:

- 1) Implement Voyager Reading Intervention Research-based Program for students who are "At-risk", LEP, and Sp. Ed.
- 2) Increase Reading instruction in the ELA period through the use of the "Traffic Laws of Reading" for greater fluency, comprehension, and knowledge.
- 3) Establish Reading Tutorial Cycles based on Benchmark and Six Weeks data results.

Ensuring Achievement in **Mathematics**:

- 1) Implement the Voyager Math Intervention Research-based Program in all grade level math support labs for "At-risk", Sp. Ed. and LEP students.
- 2) Implement the Math C-Scope Curriculum, Technology, and the Schlechty Framework to provide more meaningful and engaging Math work.
- 3) Target Math areas for improvement in MASH (Math and Science Huddle) class. Establish Tutorial Cycles based on performance data.

Ensuring Achievement in **Science**:

- 1) Implement Science C-Scope Curriculum, Technology, and the Schlechty Framework to provide more meaningful and engaging Science work.
- 2) Increase Lab Activities using the Delta Science Modules (DSM) together with C-Scope Science at every grade level.
- 3) Target Science areas for improvement in MASH (Math and Science Huddle) class using "Scientific Minds Science Starters"

Ensuring Achievement in **Social Studies**:

- 1) Implement Social Studies C-Scope Curriculum, Technology, and the Schlechty Framework to provide more meaningful and engaging work.
- 2) Align Social Studies instruction in grades 6-8 horizontally and vertically towards mastery of 8th grade TEKS.
- 3) Provide activities which develop more civic and social responsibility in all students.

Ensuring Maximum **Completion** and Minimum **Drop Out**:

- 1) Provide activities to increase parental involvement; reaching out to parents and refocus on education.
- 2) Provide more opportunities for career exploration for all students; promote higher education; 8th grade transitional activities.
- 3) Recognize potential dropouts and work with students, parents, and staff on a more school-oriented focus.

Ensuring Proficiency in **Teacher and Administrator Knowledge and Skills**:

- 1) Provide meaningful and engaging staff development in the positive transformation of the school culture.
- 2) Promote a positive campus climate through increased support for positive behaviors through varied activities.
- 3) Conduct ongoing analysis of student program data, attendance, etc. and provide training in order to improve intended outcomes.

Pearsall Junior High School will spend not less than 10 percent of the Title I, Part A campus allocation of \$280,245.24 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.

<b>PROFESSIONAL DEVELOPMENT ACTIVITY</b>	<b>PERSONNEL ATTENDING (#Teachers/#Administrators)</b>	<b>FUND SOURCE (as % age of campus Title I allocation)</b>	<b>TIMELINE</b>	<b>ACADEMIC ACHIEVEMENT PROBLEM ADDRESSED</b>
Texas School Improvement Conf. Austin Convention Center - <i>SIRC</i>	<i>Principal – J. Hernandez</i>	211 – SIP Funds	Sept. 29 – Oct. 1, 2009	Sp. Ed. and LEP Reading and Math Performance
Data Analysis Consultative Services	<i>Principal – J. Hernandez Reading – R. Dominguez Math – D. Rodriguez</i>	211- SIP Funds	January 2010	Sp. Ed. and ESL Reading and Math Performance
School Improvement Resource Center Principal Mentorship - <i>SIRC</i>	<i>Principal – J. Hernandez</i>	211- SIP Funds	Sept. 2009 – May 2010	Sp. Ed. and ESL Reading and Math Performance
<i>Schlechty Foundation -Working on the Work – San Antonio Conference</i>	<i>Asst. Principal - R. Garcia New and Campus Teachers</i>	199 – Local Funds 211- SIP Funds	Aug. 10-12, 2009	Sp. Ed. and ESL Reading and Math Performance  Increase TAKS Performance
Program Training for Voyager Math Intervention ( <i>Scholastic Voyager V-Math</i> )  Program Training for Passport to Reading Intervention ( <i>Scholastic Voyager Reading</i> )	<i>Asst. Principal – R. Garcia Math Lab – R. Guerra, Joseph Cantu, Uvaldo Ramirez</i>  <i>Asst. Principal – R. Garcia Reading – R. Dominguez S. Kurtz, Sp. Ed. – D. Milam , R. Rodriguez L. Brown</i>	211- SIP Funds	Oct. 27, 2009	Sp. Ed. and LEP Math TAKS Performance  Sp. Ed. and LEP Reading TAKS Performance

<b>PROFESSIONAL DEVELOPMENT ACTIVITY</b>	<b>PERSONNEL ATTENDING (#Teachers/#Administrators)</b>	<b>FUND SOURCE (as % age of campus Title I allocation)</b>	<b>TIMELINE</b>	<b>ACADEMIC ACHIEVEMENT PROBLEM ADDRESSED</b>
“Working on the Work” – Campus Cultural Transformation Protocols Faculty Team Huddles- Twice Monthly	<i>Campus Design Team:</i> Samuel Yanez, Gloria Tomasini, Cheryl House, Jennifer Hutchins, Silbia Padilla, Julian Hernandez	211 – Title I Funds	September 2009 to May 2010	Sp. Ed. and LEP - Reading, Math, Science, Writing, Social Studies and Math TAKS Performance
C-Scope Curriculum and the 5E Instructional Model	Principal – J. Hernandez Asst. Principal – R. Garcia All Instructional Staff	211- SIP Funds	August 18, 2009	Sp. Ed. and LEP - Reading, Math, Social Studies, and Science TAKS Performance
Language Proficiency Assessment Committee (LPAC) Training	Asst. Prin. – Robeli Garcia ESL Teachers, and Counselors	211- Title I Funds	November 10, 2009	Sp. Ed. and LEP - Reading, Science, Writing, Social Studies, and Math TAKS Performance
Testing Coordinator Training Uvalde, Texas – ESC 20	<i>Asst. Principal</i> – R. Garcia <i>Counselor</i> – M. Cardona	199 – Local Funds	December 2009	Sp. Ed. and LEP - Reading, Math, Science, Writing, Social Studies and Math TAKS Performance
Differentiated Science Instruction through Journaling – ESC 20	Science: S. Yanez, T. Trevino	199 – General Funds	July 27, 2009	Sp. Ed. and LEP Science TAKS Performance
The Writing Academy – ESC 20 San Antonio, Texas.	<i>ESL</i> – Taylor Smith Nicole Carroll Lauren Brown	211 Funds	November 6, 2009	LEP/Sp. Ed. Writing and ELA Performance
TELPAS Training – ESC 20 San Antonio, Texas	<i>Sp. Ed.</i> – Lauren Brown Sean Smith	165 – Bil/ESL Funds	February 2, 2010	LEP/Sp. Ed. Reading and ELA Performance

<b>PROFESSIONAL DEVELOPMENT ACTIVITY</b>	<b>PERSONNEL ATTENDING (#Teachers/#Administrators)</b>	<b>FUND SOURCE (as % age of campus Title I allocation)</b>	<b>TIMELINE</b>	<b>ACADEMIC ACHIEVEMENT PROBLEM ADDRESSED</b>
English Language Proficiency Standards (ELPS) Training.	<i>Principal – J. Hernandez ESL Teachers; ESL Team Content Teachers, Inclusion and Reading Teachers</i>	211- Title I Funds	November 16, 2009	Sp. Ed. and LEP - Reading, Science, Writing, Social Studies, and Math TAKS Performance
Making Sp. Ed. Eligibility Determination for ELL Students	Counselors: M. Cardona, M. Hayes	313 Sp. Ed. Funds	October 19, 2009	Sp. Ed. and LEP Reading and Math Performance
ESL Reading Smart Program Training	<i>Principal – J. Hernandez ESL Teachers: J. Taylor, S. Padilla, J. Lacy, and Pete Martinez (Tech.)</i>	211- SIP Funds	November 18, 2009	LEP ELA-Reading and Language Acquisition (TELPAS)
Sheltered Instruction for LEP Students (SIOP) Instructional Model	<i>Principal – J. Hernandez Asst. Principal – R. Garcia ESL Teachers Core Academic Teachers</i>	211 SIP Funds	January 2010	LEP Passing rates in the Content Areas
Authors in the Classroom San Antonio, Tx. ESC 20	<i>ELA Teacher: Taylor Smith</i>	165 Bil/ESL Funds	October 19, 2009	Student Engagement TAKS Performance
Science Technology Workshop- SPARKS	<i>Science Teachers: S. Yanez, K. Burnett, T. Trevino, R. Hernandez</i>	199 – General Fund	November 19, 2009	Sp. Ed. and LEP Science TAKS Performance

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 - Final Adequate Yearly Progress Campus Data Table**

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
66%	71%	63% 74%TPM	76%		81%		87%		94%		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
60%	66%	50% 50%TPM	72%		78%		85%		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
64%	70%	60% 74%TPM	76%		82%		88%		94%		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
86%	88%	84% 91%TPM	91%		93%		96%		98%		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
65%	70%	60% 72%TPM	76%		82%		88%		94%		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
44%	58%	51% 54%TPM	67%		75%		84%		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
43%	58%	43% 49%TPM	67%		75%		84%		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 – Adequate Yearly Progress Campus Data Table**

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
84%	86%	80% 89%TPM	88%		91%		94%		97%		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
60%	66%	50% 50%TPM	72%		78%		85%		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
82%	85%	78% 88%TPM	88%		91%		94%		97%		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
98%	99%	96% 98%TPM	99%		99%		99%		99%		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
81%	84%	78% 87%TPM	87%		90%		93%		96%		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
42%	67%	52% 52%TPM	73%		80%		87%		94%		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
40%	67%	41% 56%TPM	73%		80%		87%		94%		100%	

### **Written Notification**

In a letter written in both English and Spanish, Pearsall Junior 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 Junior 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 Junior 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 Junior 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.

### **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 Pearsall Junior 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 two 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 Junior 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 Junior 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.

# Pearsall Independent School District

## District and Campus Goals

### 2008-2010

#### **DISTRICT GOAL #1: Increase teacher accountability for student success.**

**Campus Goal 1a:** Evaluate pass/failure rates and remediate to ensure success for all students.

*Objective: The percentage of students passing all subjects each six weeks will be at least 95% annually.*

**Campus Goal 1b:** Improve Math TEKS instruction towards mastery on state assessments.

*Objective: Students passing the Math TAKS Test will increase to 73%.*

*Sp. Ed. and LEP students passing the Math TAKS Test will increase to 67%.*

**Campus Goal 1c:** Improve ELA/Reading TEKS instruction towards mastery on state assessments.

*Objective: Students passing the Writing TAKS Test will increase to 92%.*

*Students passing the Reading TAKS Test will increase to 88%.*

*Sp. Ed. and LEP students passing the Reading TAKS test will increase to 73%.*

**Campus Goal 1d:** Improve Social Studies TEKS instruction towards mastery on state assessments.

*Objective: Students passing the Social Studies TAKS Test will increase to 90%.*

**Campus Goal 1e:** Improve Science TEKS instruction towards mastery on state assessments.

*Objective: Students passing the Science TAKS Test will increase to 60%.*

*Sp. Ed. and LEP students passing the Science test will increase to 55%.*

#### **DISTRICT GOAL #2: Increase enrollment in college courses.**

**Campus Goal:** To provide basic foundations and interest in higher level education.

*Objective: Students will be able to explore opportunities for careers and higher level education programs.*

#### **DISTRICT GOAL #3: Enhance teacher motivational skills.**

**Campus Goal:** Provide quality staff development to increase staff professional growth.

*Objective: To create a learner-centered environment with teachers as leaders and designers of engaging lessons.*

#### **DISTRICT GOAL #4: Provide an equal, comfortable, and safe environment.**

**Campus Goal:** Provide structure which enhances a positive campus culture for students and staff.

*Objective: Increase positive actions by students and staff through the positive behavior support initiative.*

#### **DISTRICT GOAL #5: Increase attendance by staff and students to increase the completion rate.**

**Campus Goal 6A:** Encourage prompt and regular staff and student attendance to maximize learning.

*Objective: The student attendance rate will increase by 0.5% yearly from 96.1%*

*Objective: To increase teacher-student instructional contact by increasing staff attendance.*

## PEARSALL JUNIOR HIGH CAMPUS IMPROVEMENT PLAN 2008-2010

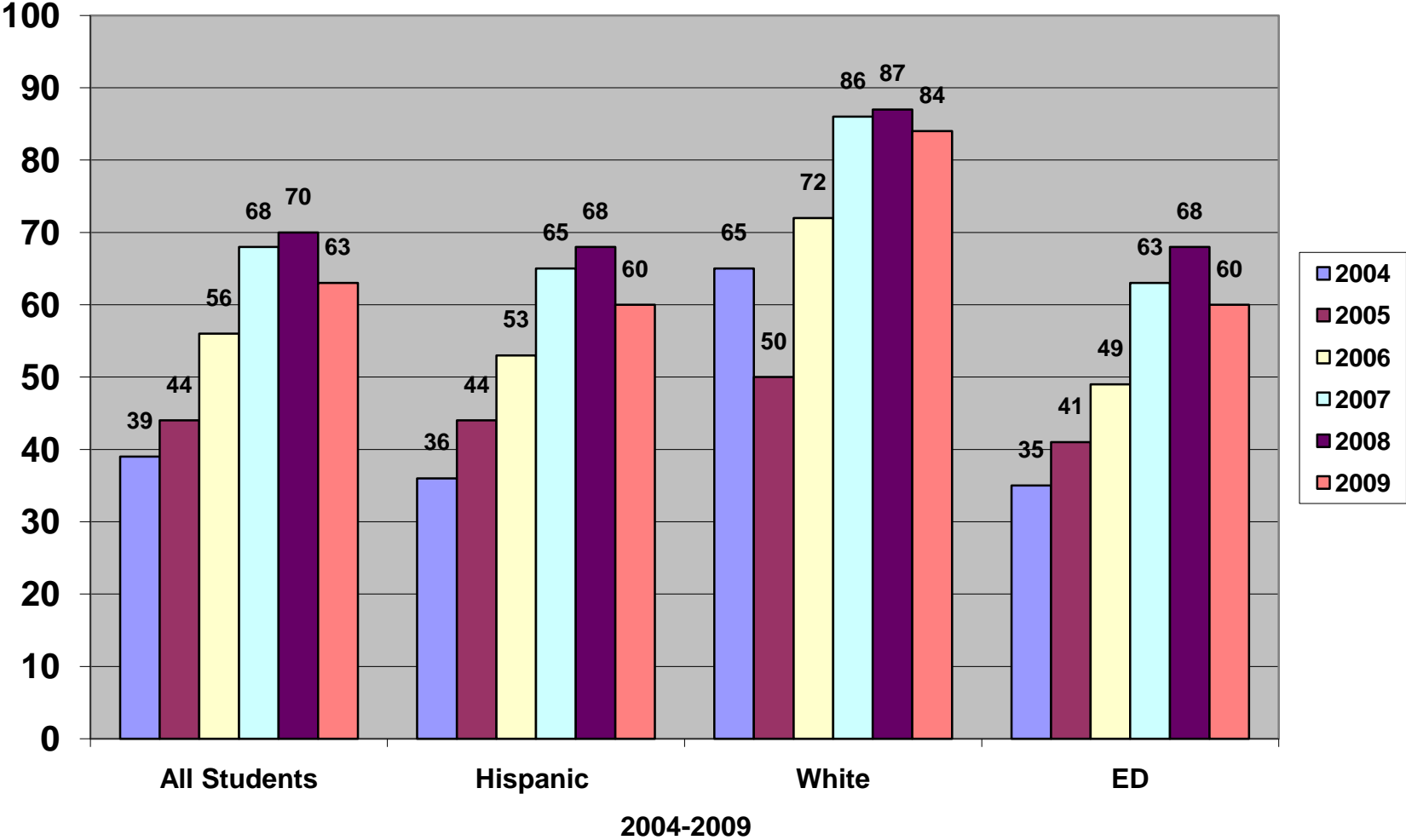
**District Goal #1: Increase teacher accountability for all students.**

**Campus Goal 1(a): Evaluate pass/failure rates and remediate to ensure students' success.**

**Objective: The percentage of students passing all subjects each six weeks will be at least 95%.**

ACTIVITIES/ STRATEGIES:	Person responsible:	Resources/ Funding Source	Timeline/ Progress Check:	Title I Components:	Progress Indicators/ Evaluation
Teachers will familiarize themselves well with their students.  ☉ Student Demographic Files ☉ Academic Team Files ☉ Sp. Ed. IEP Profiles ☉ At-Risk Profiles	Principal Counselors Team Leaders	<i>PEIMS Records</i> <i>Registration Data</i>  Local Funds	Sept. 2009  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 3	<b>Formative:</b> Class -Student Demo Profiles Report Card 2009 <b>Summative:</b> Report Card 2009 & 2010
Teachers will monitor student grades for their courses.  ☉ Grade-speed grade reports ☉ Weekly Deadline for Grades ☉ Grade Distribution Reports	Principal Counselors Team Leaders	<i>Grade-speed-Connections</i>  Local Funds	Weekly Six Weeks  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 3	<b>Formative:</b> Progress Reports – 3 weeks Six Weeks Grade Reports  <b>Summative:</b> Campus Report Card
Teachers will provide program support for students who are failing courses.  ☉ Academic Student Conferences ☉ Inclusion Teacher Support ☉ Inclusion Paraprofessionals ☉ Extended Day, Week, Year ☉ Math & Reading Labs ☉ Intervention Math and Reading	Principal Asst. Principal Counselors Team Leaders	<i>Saturday School</i> <i>Breakfast Clubs</i>  Local Funds SCE Funds ARI/AMI Funds SIP Funds	<input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 3	<b>Formative:</b> Progress Reports – 3 weeks Six Weeks Grade Reports  <b>Summative:</b> Campus Report Card
			<input type="checkbox"/> Initiated <input type="checkbox"/> In Progress <input type="checkbox"/> Completed		<b>Formative:</b>  <b>Summative:</b>

### Pearsall JH Multi Year State TAKS History: Mathematics



# PEARSALL JUNIOR HIGH

## CAMPUS IMPROVEMENT PLAN 2008 -2010

**District Goal #1: Increase teacher accountability for student success.**

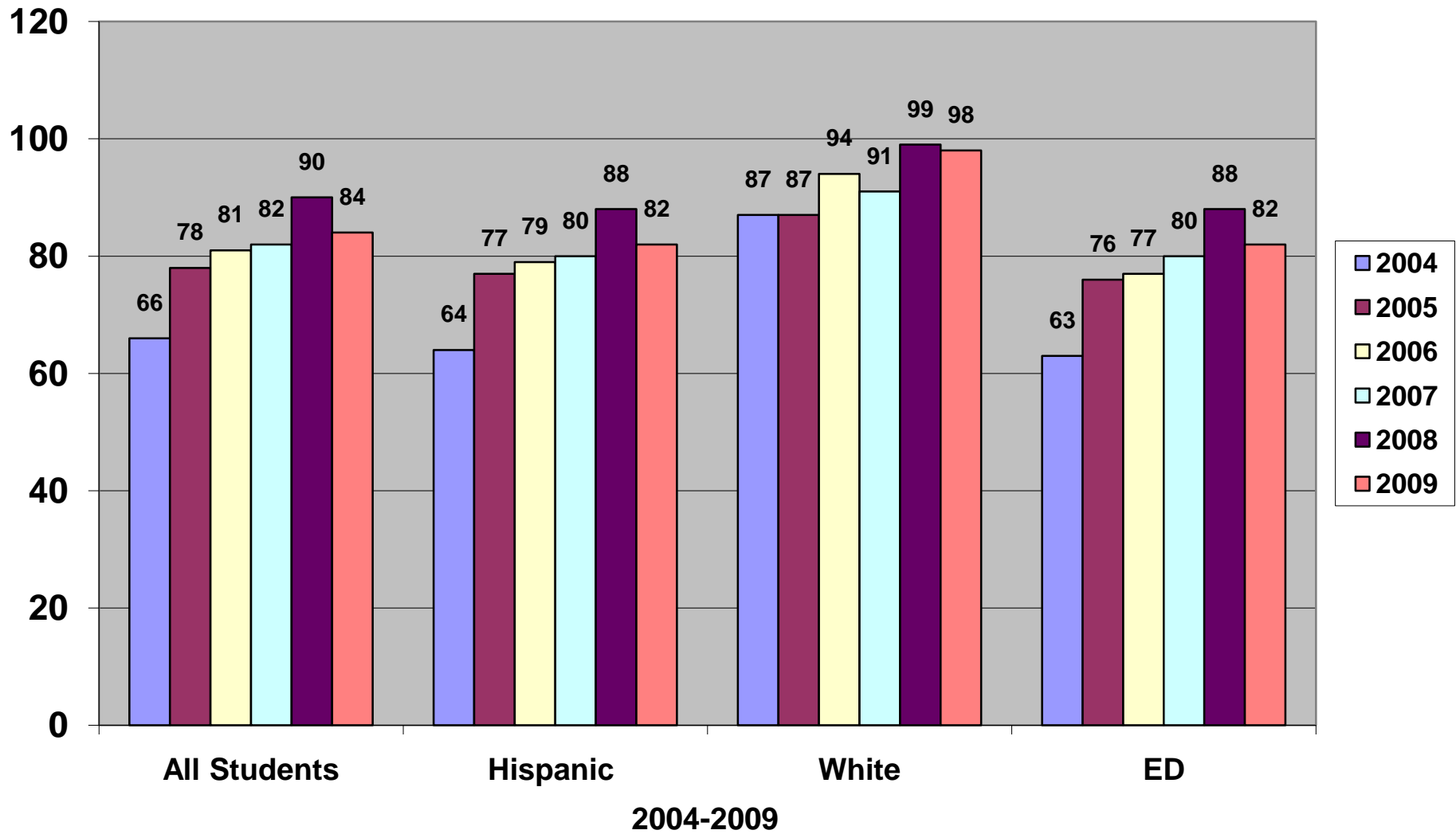
**Campus Goal 1(b): Improve Math TEKS instruction towards mastery on state assessments.**

**Objective: All students passing the Math TAKS test will increase to 73%.**

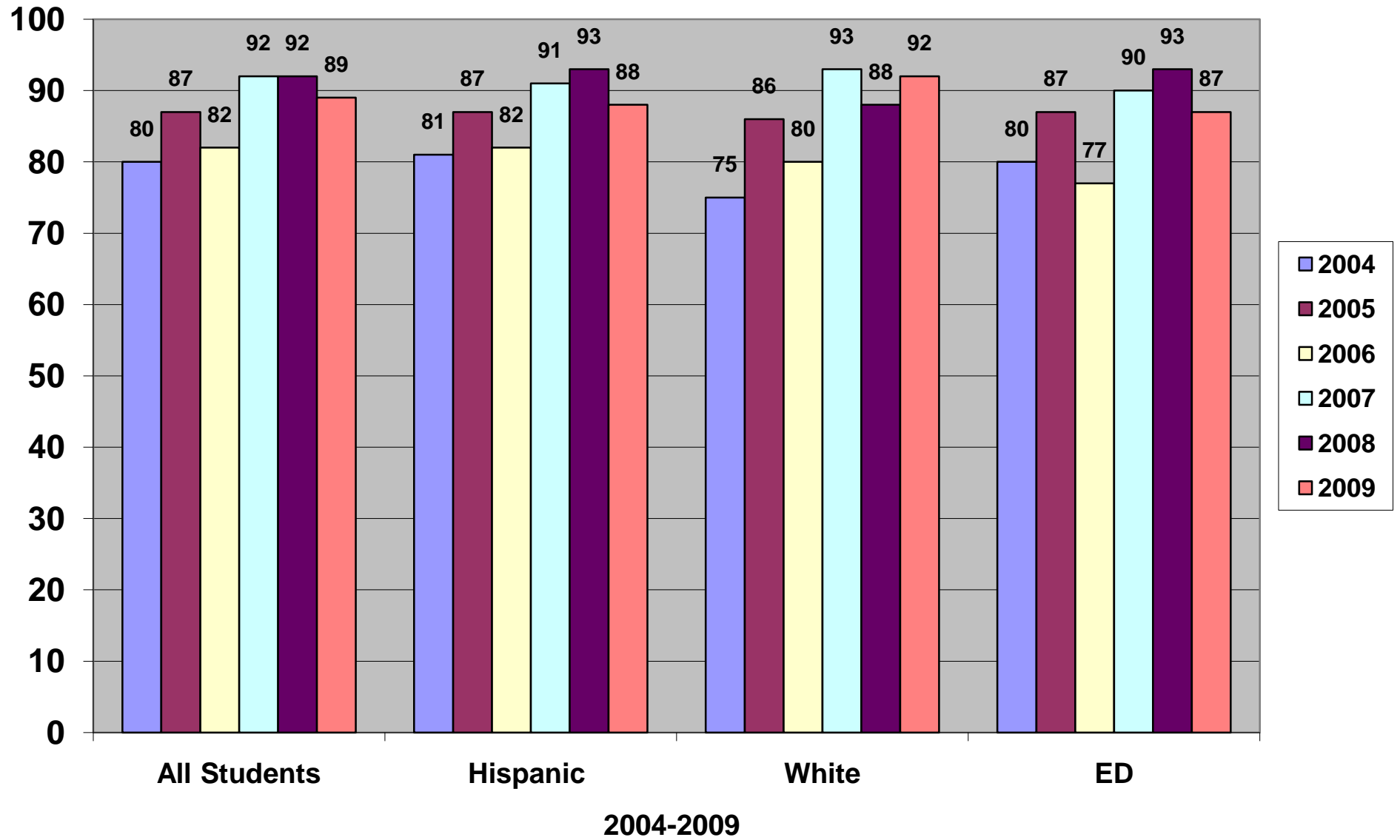
*Sp. Ed. and LEP students passing the Math TAKS test will increase to 67%.*

ACTIVITIES/ STRATEGIES:	Person responsible:	Resources/ Funding Source	Timeline/ Progress Check:	Title I Components:	Progress Indicators/ Evaluation
Implement C-Scope curriculum and WOW Framework to increase student engagement, problem solving, and higher order thinking skills.  ☉ Increase “Hands-on” Activities ☉ Increase Technology Integration ☉ Design Engaging Lessons	Principal Assistant Principal Math Department	<i>C-Scope Math</i> <i>WOW Framework</i> <i>Study Island</i> <i>Brain-Pop</i>  Local Funds SCE ,SIP,AMI	Weekly Plans Ongoing  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 9 # 10	<b>Formative:</b> 2008 Math TAKS Results  <b>Summative:</b> 2009-2010 Math TAKS Results
Analyze test data systematically to guide instructional interventions. ☉ C-Scope Unit Tests; Benchmarks ☉ Reinforce Math Skills - MASH ☉ Math Lab/ Inclusion Support ☉ TAKS tutorials/Rescue Camps ☉ TAKS Math Coach Workbooks	Principal Assistant Principal Math Department Academic Teams	<i>AEIS-It Data</i> <i>TAKS Blueprint</i> <i>WEBCCat</i>  Local Funds SIP, AMI Funds	<input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 7 # 8 # 9 #10	<b>Formative:</b> C-Scope Unit Tests; Benchmarks 1, 2, 3 . <b>Summative:</b> 2009-2010 Math TAKS Results
Provide quality staff development activities for professional growth.  ☉ Train with Math TAKS Blueprints ☉ Train on the WOW Framework ☉ Train on C-Scope Math Curriculum ☉ Train with Intervention Program	Principal Assistant Principal Math Department Academic Teams	<i>CAMT Conference</i> <i>Schlechty Found.</i> <i>ESC -20 Support</i>  Local Funds	Fall Semester Summer 2009  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 3 # 4	<b>Formative:</b> Training Evaluations  <b>Summative:</b> 2009-2010 Math TAKS Results
Coordinate delivery of services for special populations with inclusion teachers and paraprofessionals. ☉ Train in “Traffic Laws of Math” ☉ Math Intervention – MASH ☉ Use Voyager Math Program ☉ Vocabulary Word Walls/ESL-LEP ☉ Summer School Voyager Math	Principal Math Department	<i>Voyager Math</i> <i>AIES-IT Reports</i> <i>Benchmark Data</i>  Local, AMI, SIP, and SCE Funds	Ongoing Fall Semester Daily MASH  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 2 # 6 # 7 # 8 # 10	<b>Formative:</b> Sp. Pop. Benchmark Results; Unit Tests  <b>Summative:</b> 2009-2010 Math TAKS Results

# Pearsall JH Multi Year State TAKS History: Reading/ELA



# Pearsall JH Multi Year State TAKS History: Writing



# PEARSALL JUNIOR HIGH

## CAMPUS IMPROVEMENT PLAN 2008 - 2010

**District Goal #1: Increase teacher accountability for student success.**

**Campus Goal 1(c): Improve ELA/Reading instruction towards mastery on state assessments.**

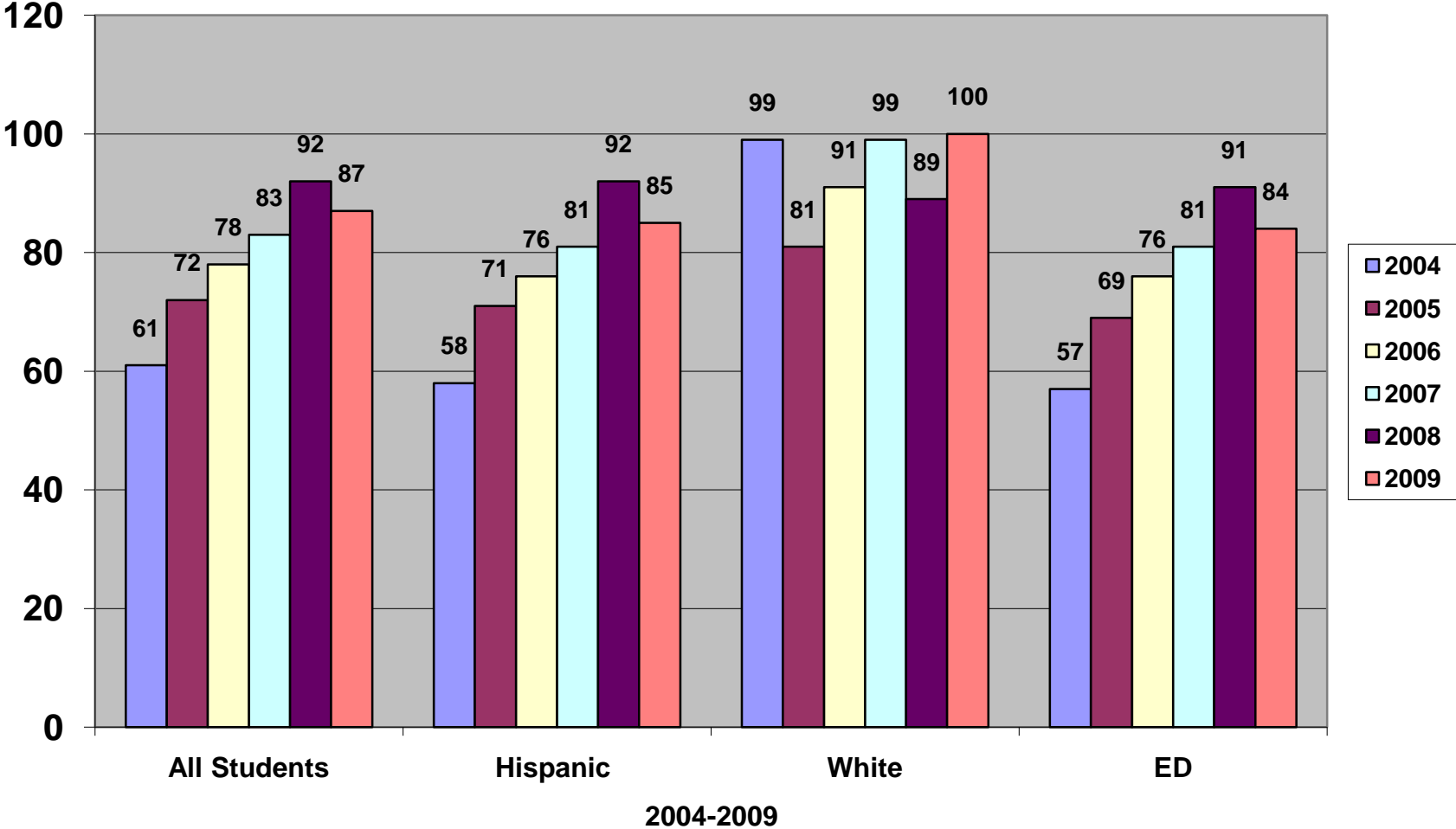
**Objective:** All students passing the Writing TAKS Test will increase to 92%.

All students passing the Reading TAKS Test will increase to 88%.

Sp. Ed. and LEP students passing the Reading TAKS Test will increase to 73%.

<b>ACTIVITIES/ STRATEGIES:</b>	<b>Person responsible:</b>	<b>Resources/ Funding Source</b>	<b>Timeline/ Progress Check:</b>	<b>Title I Components:</b>	<b>Progress Indicators/ Evaluation</b>
Align ELA TEKS curriculum to Reading and Writing TAKS assessment on scope/sequence. <ul style="list-style-type: none"> <li>☉ Implement C-Scope ELA</li> <li>☉ Traffic Laws of Reading</li> <li>☉ Integrate Technology</li> <li>☉ POWER Writing</li> <li>☉ Use Lesson Design Format</li> </ul>	Principal Reading/ELA Teachers	<i>WOW Framework</i> <i>C-Scope ELA</i> <i>Brain-Pop</i> <i>Study Island</i>  Local Funds Title I Funds	Weekly Plans  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 9 # 10	<b>Formative:</b> Fall Benchmark; C-Scope Unit Tests; Spring Benchmark  <b>Summative:</b> Reading TAKS 2009-2010 Writing TAKS 2009-2010
Analyze test data systematically to guide instructional interventions. <ul style="list-style-type: none"> <li>☉ Review Marginal Score Data</li> <li>☉ Writing/reading Rescue Camps</li> <li>☉ Teacher-Assisted AR Program</li> <li>☉ Prioritize Instructional Objectives</li> <li>☉ Reading TAKS Coach Workbooks</li> </ul>	Principal Assistant Principal Reading Dept. Inclusion Staff	<i>AEIS-It Data</i> <i>TAKS Blueprint</i> <i>WEBCat</i>  Local Funds SCE Funds	<input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 7 # 8 # 9 #10	<b>Formative:</b> C-Scope Unit Tests; TAKS Benchmarks  <b>Summative:</b> Reading TAKS 2009-2010 Writing TAKS 2009-2010
Assess reading fluency, phonetics, and comprehension systematically of all TAKS Reading failures.  <ul style="list-style-type: none"> <li>☉ Report Reading results to parents</li> <li>☉ Chart student progress</li> <li>☉ Provide Intervention</li> </ul>	Principal Reading Dept.	<i>Star Reading Test</i> <i>TMSFA</i> <i>Voyager Reading</i> Local Funds SIP Funds ARI Funds	Six Weeks  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 3 # 4 # 7	<b>Formative:</b> Star Reading Inventory; Texas Middle School Fluency Assessment  <b>Summative:</b> Star Reading Inventory Final Reading TAKS 2009-2010
Coordinate delivery of services for special populations with inclusion teachers and paraprofessionals. <ul style="list-style-type: none"> <li>☉ Train in “Traffic Laws of Reading”</li> <li>☉ Reading Intervention – MASH</li> <li>☉ Use Voyager Reading Program</li> <li>☉ Provide additional Paraprofessional</li> <li>☉ Summer School Voyager Reading</li> </ul>	Principal Reading/ELA Dept. Sp. Ed. Inclusion Staff	<i>Voyager Reading</i>  Local Funds SIP Funds Title I Funds ARI Funds	Fall Semester Daily MASH  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 2 # 6 # 7 # 8 # 10	<b>Formative:</b> Sp. Pop. Benchmark Results; Unit Tests  <b>Summative:</b> Reading TAKS 2009-2010

# Pearsall JH Multi Year State TAKS History: Social Studies



# PEARSALL JUNIOR HIGH CAMPUS IMPROVEMENT PLAN 2008 – 2010

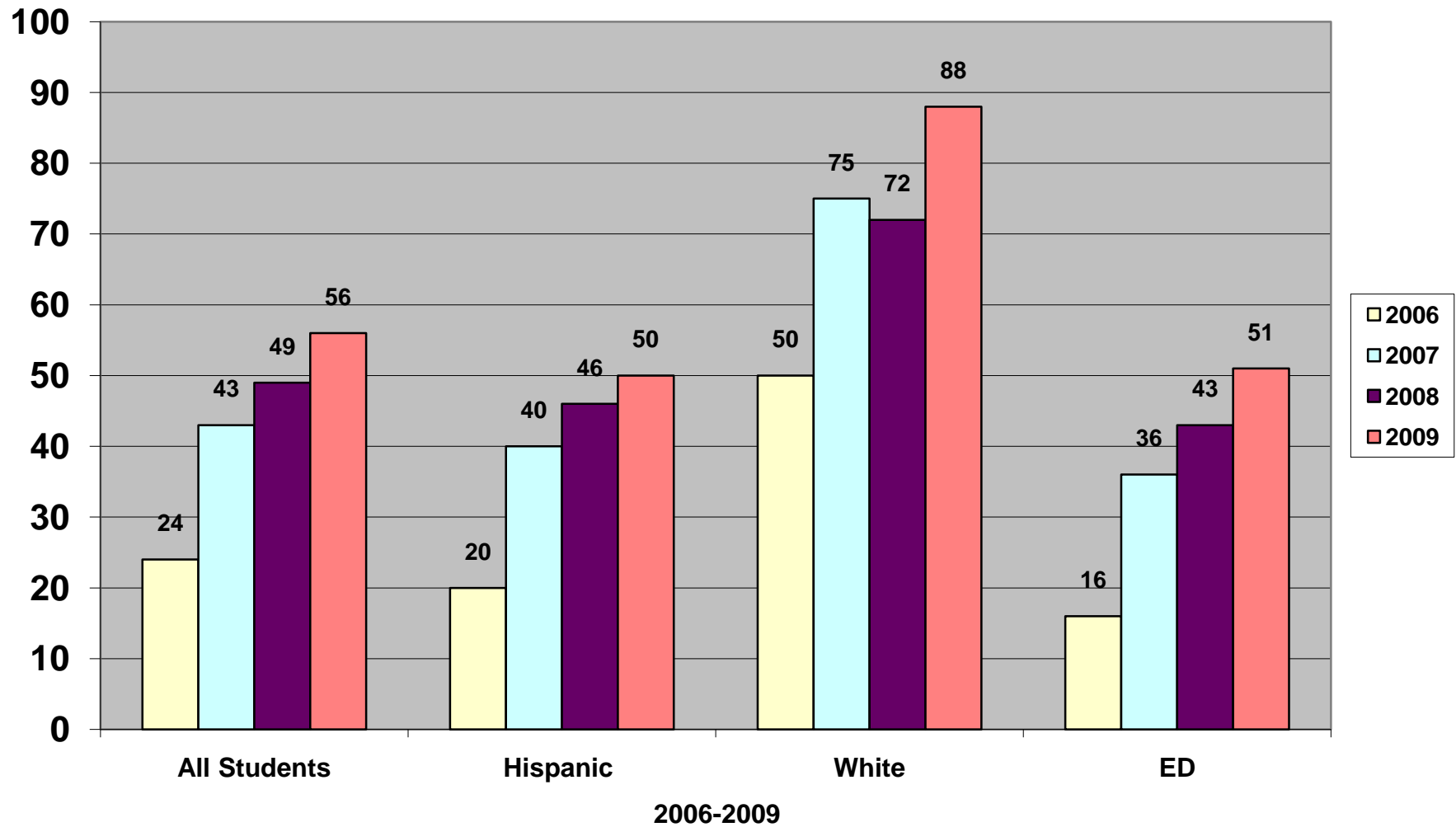
**District Goal #1: Increase teacher accountability for student success.**

**Campus Goal 1(d): Improve Social Studies TEKS instruction towards mastery on the state assessment.**

**Objective: All students passing the Social Studies TAKS Test will increase to 90%.**

ACTIVITIES/ STRATEGIES:	Person responsible:	Resources/ Funding Source	Timeline/ Progress Check:	Title I Components:	Progress Indicators/ Evaluation
Implement C-Scope curriculum and WOW Framework to increase student engagement. ☉ Relevant “Real Life” Activities ☉ Increase Technology Integration ☉ Design Engaging Lessons ☉ Use Lesson Design Format	Principal Social Studies Dept.	<i>WOW Framework</i> <i>C-Scope</i> <i>Brain-Pop</i> <i>Study Island</i>  Local Funds Title I Funds	Weekly  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 9 # 10	<b>Formative:</b> Fall Benchmark; C-Scope Unit Tests; Spring Benchmark  <b>Summative:</b> Social Studies TAKS 2009-2010
Analyze test data systematically to guide instructional interventions. ☉ C-Scope Unit Tests and benchmarks ☉ Social Studies Inclusion Support ☉ TAKS tutorials/camps ☉ Vocabulary Word Walls/ESL-LEP ☉ Social Studies TAKS Coach Workbooks	Principal Assistant Principal Social Studies Dept.	<i>AEIS-It Data</i> <i>TAKS Blueprint</i> <i>WEBCat</i>  Local Funds	<input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 7 # 8 # 9 #10	<b>Formative:</b> C-Scope Unit Tests; Benchmarks  <b>Summative:</b> Social Studies TAKS 2009-2010
Develop civic and social responsibility in students.  ☉ Premier Agenda Planners ☉ Patriotism Activities ☉ Character Building Activities	Social Studies Dept. Academic Teams PBSI Team	Student Activity Fund PBSI Funds	<input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 3 # 4	<b>Formative:</b> PBSI Climate Survey - 2009  <b>Summative:</b> PBSI Climate Survey 2010
Provide field experiences in the study of History for students.  ☉ Guest Speakers ☉ Field Trips ☉ Virtual Trips/Internet	Social Studies Dept.	Local Funds SCE Funds	<input checked="" type="checkbox"/> Initiated <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 3 # 4	<b>Formative:</b> Student Surveys; Benchmarks  <b>Summative:</b> Social Studies TAKS 2009-2010

## Pearsall JH Multi Year State TAKS History: Science



# PEARSALL JUNIOR HIGH

## CAMPUS IMPROVEMENT PLAN 2008 - 2010

**District Goal #1: Increase teacher accountability for student success.**

**Campus Goal 1(e): Improve Science TEKS instruction towards mastery on the state assessment.**

**Objective:** All students and passing the Science TAKS Test will increase to 60%.

*Sp. Ed. and LEP students passing rates will increase to 55%.*

<b>ACTIVITIES/ STRATEGIES:</b>	<b>Person responsible:</b>	<b>Resources/ Funding Source</b>	<b>Timeline/ Progress Check:</b>	<b>Title I Components:</b>	<b>Progress Indicators/ Evaluation</b>
Implement C-Scope curriculum and WOW Framework to increase student engagement. ☉ Relevant “Real Life” Activities ☉ Increase Technology Integration ☉ Design Engaging Lessons ☉ Use Lesson Design Format	Principal Science Dept.	<i>WOW Framework</i> <i>C-Scope</i> <i>Brain-Pop</i> <i>Study Island</i>  Local Funds Title I Funds	Weekly  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 9 # 10	<b>Formative:</b> Fall Benchmark; C-Scope Unit Tests; Spring Benchmark  <b>Summative:</b> Science TAKS 2009-2010
Analyze test data systematically and provide support services. ☉ Reinforce Science Skills - MASH ☉ Review Marginal Score Data ☉ Prioritize Instructional Objectives ☉ Science Inclusion Support ☉ TAKS tutorials/camps ☉ Vocabulary Word Walls/ESL-LEP	Principal Assistant Principal Science Department Academic Teams	<i>AEIS-It Data</i> <i>TAKS Coach</i> <i>WEBCCat</i>  Local Funds	Weekly  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 7 # 8 # 9 # 10	<b>Formative:</b> C-Scope Unit Tests; Benchmarks  <b>Summative:</b> Science TAKS 2009-2010
Provide additional laboratory equipment and materials for field investigations and lab activities.  ☉ Purchase Technology Equipment ☉ Purchase Science Models ☉ Provide Consumables ☉ Provide Science TAKS Coach Workbooks	Principal Science Dept. Sp. Ed. Inclusion Staff	<i>AIES-IT Reports</i> <i>Benchmark Data</i> <i>TAKS Blueprint</i>  Local Funds QZAB Funds	Fall Semester Daily MASH  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 2 # 6 # 7 # 8 # 10	<b>Formative:</b> Benchmark Results; Unit Tests  <b>Summative:</b> Science TAKS 2009-2010
Provide additional time to learn Science concepts through a daily 30 minute tutorial – MASH Period.	Principal Science Dept. Sp. Ed. Inclusion Staff	<i>AIES-IT Reports</i> <i>Benchmark Data</i> <i>TAKS Blueprint</i>  Local Funds	<input type="checkbox"/> Initiated <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 7 # 8 # 9 # 10	<b>Formative:</b> Benchmark Results; Unit Tests  <b>Summative:</b> Science TAKS 2009-2010

# PEARSALL JUNIOR HIGH CAMPUS IMPROVEMENT PLAN 2008 -2010

**District Goal #2: Increase enrollment in college courses.**

**Campus Goal 2(a): To provide basic foundations and interest in higher level education.**

**Objective: *Students will explore opportunities for careers and higher level education programs.***

ACTIVITIES/ STRATEGIES:	Person responsible:	Resources/ Funding Source	Timeline/ Progress Check:	Title I Components:	Progress Indicators/ Evaluation
Extend opportunities for students to become aware of variety of careers. ☉ Career-Tech Courses ☉ Career Day Activities ☉ Guest Speakers ☉ Field Trips	Principal Counselors Career /Tech	<i>Career/Tech Curriculum</i> <i>Area Colleges</i> <i>Businesses</i>  Local Funds	March 2009-10  <input checked="" type="checkbox"/> Initiated <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 2 # 9	<b>Formative:</b> Careers/Interest Inventories  <b>Summative:</b> Student evaluations of Career Activities
Provide opportunities for students to explore higher education preparation programs. ☉ College Summer Prep ☉ College Day/Visits ☉ Explore Pre-AP Coursework ☉ Promote College Interest	Principal Counselors Career /Tech	<i>TECH Prep</i> <i>College Board</i> <i>ACCD</i>  Local Funds PBSI Funds	May 2009-10  <input checked="" type="checkbox"/> Initiated <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 2 # 9	<b>Formative:</b> Needs Assessment  <b>Summative:</b> Career Inventories
Provide opportunities for students to take college entrance exams. ☉ Duke Talent Search ☉ College Test Study ☉ Recruit for ACT; (P)SAT ☉ Inform Parents (Timelines)	Principal Counselors Career /Tech	<i>College Board</i>  Student Activity Funds	April 2009-10  <input checked="" type="checkbox"/> Initiated <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 2 # 9	<b>Formative:</b> Needs Assessment  <b>Summative:</b> Increased Participant List
Provide opportunities for 8 <sup>th</sup> grade students towards transitioning to High School. ☉ 8 <sup>th</sup> Grade Parent Meetings ☉ Transition Activities (PHS) ☉ Student (PGP) ☉ Statewide Systemic (SSI)	Principal Counselors Career /Tech	<b>Local Funds:</b> Transportation AEIS –It (PGP)	May 2009-10  <input checked="" type="checkbox"/> Initiated <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 2 # 7 # 9	<b>Formative:</b> Success rates on attendance/courses  <b>Summative:</b> Improved Enrollment

# PEARSALL JUNIOR HIGH

## CAMPUS IMPROVEMENT PLAN 2008 - 2010

**District Goal #3: Enhance teacher motivational skills.**

**Campus Goal 3(a): Provide opportunities for training in the use of best teaching practices.**

**Objective: To create a learner-centered environment with teachers as leaders and designers of engaging lessons.**

ACTIVITIES/ STRATEGIES:	Person responsible:	Resources/ Funding Source	Timeline/ Progress Check:	Title I Components:	Progress Indicators/ Evaluation
Develop a viable structure for the implementation of the C-Scope Curriculum and WOW Framework. ☉ Flexible Master Schedule ☉ Academic Teaming ☉ Coordinated Lesson Design Format	Principal Curriculum Director Campus Design Team Team Leaders Department Chairs	<i>Schlechty Found. C-Scope Curr.</i>  Local Funds	Weekly Ongoing  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 1 # 2 # 7 # 8	<b>Formative:</b> Staff Survey 2009  <b>Summative:</b> Staff Survey 2009-2010
Provide quality staff development activities for professional growth. ☉ “Working on the Work” ☉ C-Scope Curriculum ☉ 5E Instructional Model ☉ TELPAS/Inclusion Training ☉ TMSA Conference	Principal Curriculum Director Campus Design Team	<i>Schlechty Found. C-Scope Curr.</i> <i>ESC-20</i> Local Funds Title I, Title III	Ongoing  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 3 # 4 # 7 #10	<b>Formative:</b> Staff Development Evaluations  <b>Summative:</b> Staff Survey 2009 TAKS Results 2009-2010
Meet NCLB100% “Highly Qualified” Teaching Requirements.  ☉ Support Certification Efforts ☉ Review Certificate/Assignment ☉ Gifted/Talented (6 hrs) ☉ Hire/Retain HQ Staff	Principal Assistant Principal CEIC/Campus Design	<i>ESC-20</i>  Title II-A Funds Local Funds	December 2009  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 3 # 4 # 5 # 10	<b>Formative:</b> SBEC Certification  <b>Summative:</b> Highly Qualified Survey SBEC Certification
Provide an effective teacher mentoring system. ☉ Provide Teacher Mentors ☉ Mentorship Training ☉ Observation Release Time ☉ Monthly Training Sessions ☉ Start-up Incentive	Principal Assistant Principal CEIC/Campus Design	<i>ESC-20</i> <i>Mentoring in the 21<sup>st</sup> Century</i>  Title II-A Funds Local Funds	<input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 3 # 4 # 5 #10	<b>Formative:</b> Staff Development Evaluations Staff Survey 2009  <b>Summative:</b> Staff Survey 2009-2010

# PEARSALL JUNIOR HIGH

## CAMPUS IMPROVEMENT PLAN 2008 - 2010

**District Goal #4: Provide an equal, comfortable, and safe environment with violence prevention strategies.**

**Campus Goal 4(a): Provide structure promoting a positive campus culture for students and staff.**

**Objective: *Increase positive actions by students and staff through the positive behavior support initiative.***

<b>ACTIVITIES/ STRATEGIES:</b>	<b>Person responsible:</b>	<b>Resources/ Funding Source</b>	<b>Timeline/ Progress Check:</b>	<b>Title I Components:</b>	<b>Progress Indicators/ Evaluation</b>
Promote a positive campus climate through increased support for positive behavioral. ☺ Expectations Matrix ☺ School Pride Initiatives ☺ Incentives for Positive Behavior ☺ Campus Beautification Efforts	Principal PBSI Team	<i>PBSI –ESC 20</i>  Local Funds PBSI Funds	Sept. – May 2009-2010  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 5 # 6 # 7 # 10	<b>Formative:</b> PBSI Climate Survey – Fall  <b>Summative:</b> PBSI Climate Survey- 2009-2010
Coordinate an Emergency Operations Plan of Action. ☺ Safety Meetings ☺ Safety/Security Cameras ☺ Staff/student Training ☺ Emergency Drills ☺ Intra-Agency Meetings	Principal Assistant Principal Safety Committee	<i>Local Agencies Altex Security</i>  Local Funds QZAB Funds	Sept. – May 2009-2010  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 5 # 6 # 10	<b>Formative:</b> PBSI Climate Survey; Staff Survey  <b>Summative:</b> PBSI Climate Survey -2009-2010
Provide activities to increase parental involvement. ☺ Academic Team Meetings ☺ Parent School Nights ☺ Annual Dogie Round-up ☺ CEIC Parent/Community	Principal Campus Design Team	<i>Local Media Newsletters</i>  Local Funds Title I Funds	Sept. – May 2009-2010  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 5 # 6 # 7	<b>Formative:</b> Parent Survey; Staff Survey  <b>Summative:</b> Parent Survey, Staff Survey – 2009-2010
Promote a positive student-centered learning environment with the following violence prevention strategies.  ☺ Effective Discipline Management ☺ PBSI Training ☺ Anti-bullying Training ☺ Health/Wellness Program	Principal Assistant Principal PBSI Team	<i>Bien-estar Curr. Harry Wong Management PBSI –ESC 20</i>  PBSI Funds Local Funds TFN Grant Funds QZAB Funds	Sept. – May 2009-2010  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 5 # 9 # 10	<b>Formative:</b> TAKS 2008 Results PEIMS 425 – Discipline 2009 <b>Summative:</b> TAKS 2009 -2010 PEIMS 425 – Discipline 2009-2010

# PEARSALL JUNIOR HIGH

## CAMPUS IMPROVEMENT PLAN 2008 - 2010

**District Goal #5: Increase attendance by staff and students to increase the completion rate.**

**Campus Goal 5(a): Encourage prompt and regular attendance by staff and students to maximize learning.**

**Objective:** The student attendance rate for all students will increase from 96.1 to 96.5%.

To increase Sp. Ed. and LEP student attendance rate by 0.5% annually.

ACTIVITIES/ STRATEGIES:	Person responsible:	Resources/ Funding Source	Timeline/ Progress Check:	Title I Components:	Progress Indicators/ Evaluation
Increase student attendance by monitoring daily absences closely. ☉ Student Attendance Review ☉ Advance Notices -Parents ☉ Make-up Days – 90% Rule ☉ 1 <sup>st</sup> Period Headcount/Calls ☉ Truancy Referrals Form	Principal Assistant Principal Attendance Committee	<i>Attendance Report</i> <i>Truancy Officer</i>  SCE Funds Local Funds	August – May 2009-2010  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 9	<b>Formative:</b> 2009 Attendance Rate/Reports Daily/Weekly/Monthly  <b>Summative:</b> 2009- 2010 Attendance Rate/Reports
Provide incentives to increase student and staff attendance rates.  ☉ Monitor Attendance -Reports ☉ Weekly, Monthly, Yearly Rewards ☉ Celebrate High Attendance Rates	Principal Assistant Principal Attendance Committee	<i>Adopt-a-School</i> <i>Local Businesses</i> Local Funds SCE Funds Student Activity Principal’s Fund	August – May 2009-2010  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 5 # 9	<b>Formative:</b> 2009 Staff and Student Attendance Rates  <b>Summative:</b> 2009-2010 Staff and Student Attendance Rates
Keep students, staff, and parents informed on attendance policy.  ☉ Stress Good Attendance Habits ☉ Monitor Sign-out Procedures ☉ Require Absence Documentation	Principal Assistant Principal Attendance Committee	<i>Newsletters</i> <i>Report Cards</i> <i>Absence Requests</i>  Local Funds	August – May 2009-2010  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 5 # 6 # 9	<b>Formative:</b> Attendance- Campus Survey 2009 <b>Summative:</b> Attendance – Campus Survey 2009-2010
Provide health services for students to help keep students in school.  ☉ Increase Home Contact ☉ Update Immunizations ☉ Health Screenings ☉ Appointment Scheduling	Assistant Principal School Nurse	<i>Newsletters</i> <i>Parent Letters</i>  Local Funds	August – May 2009-2010  <input checked="" type="checkbox"/> Initiated <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	# 9	<b>Formative:</b> 2009 Attendance-Daily/Weekly/Monthly & Nurse Rate/Report  <b>Summative:</b> 2009-2010 Attendance Daily/Weekly/Monthly & Nurse Rate/Report

# Pearsall Independent School District

Bilingual Education/ESL Plan  
Migrant Priority for Services Plan  
Special Education Plan

**The following is an addendum of district action plans for services:**

	20	<b>Bilingual Education / ESL Monitoring System 2009-2010 Continuous Improvement Plan</b>	Stage of Intervention:	4
LEA:	Pearsall ISD		Submission Date:	November 11, 2009
Co/District #:	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>• Balanced Literacy Program</li> <li>• Response to Intervention (RTI)</li> <li>• CSCOPE</li> <li>• Schlechty Framework</li> <li>• ELPS training</li> <li>• Special Education Inclusion Strategies</li> <li>• Differentiated Instruction</li> <li>• SIOP Training</li> <li>• ESL Certification Prep Classes</li> <li>• 5E Lesson Model</li> <li>• Technology Training</li> <li>• Making Special Education Eligibility Determinations for LEP students</li> </ul>	<p>Region 20 Service Center Bilingual Program Coordinator Campus Principals Bilingual/ESL Teachers District Social Worker Consultants</p>	<p><b>Initial: August 2009</b>  <b>Interim: January 2010</b>  <b>Final: June 2010</b></p>

**Expand content area vocabulary and increase comprehension through the use of:**

- **Integrated technology for instruction**
- **Word walls/Gallery Walk**
- **Hands-on/engaging activities**
- **Word mapping/wraps**
- **ESL Smart Program**
- **Rosetta Stone**
- **Success Maker**

**Provide interventions for BE/ESL students:**

- **Provide targeted instruction for Math and Reading (Voyager)**
- **Double Blocked Math Class (High School)**
- **Math & Science Huddle (MASH)**
- **Use of ESL paraprofessional**
- **Before /After School Tutorials**
- **Self-paced Credit Recovery Courses**
- **TAKS remediation classes**
- **Advisory Mentor Program**

ESC Region #:	20	<b>Bilingual Education / ESL Monitoring System 2009-2010</b>  <b>Continuous Improvement Plan</b>		Stage of Intervention:	4
LEA:	Pearsall ISD			Submittal Date:	November 11, 2009
Co/District #:	082903				
DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i>	ACTIVITIES <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>	RESOURCES <i>Material/supplies, fiscal, and personnel needed to implement activities.</i>	TIMELINES <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	<p>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.</p> <p>Communicate the vision and mission of the BE/ESL program.</p>	<p>CSCOPE Curriculum Schlechty Framework Curriculum Director Campus Principals Grade Level Teams</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 assess the academic progress of LEP students through the use of interim benchmark assessments.	Increase in the 2010 benchmark scores in all content areas.	<p>Administer benchmark assessments and disaggregate data for all tested areas</p> <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>	<p>Curriculum Director Campus Principal Campus Testing Coordinators Department Heads Content Area Reps Teachers</p>	<p><b>Initial: August 2009</b></p> <p><b>Interim: January 2010</b></p> <p><b>Final: June 2010</b></p>	

ESC Region #:	20	<b>Bilingual Education / ESL Monitoring System 2009-2010</b>  <b>Continuous Improvement Plan</b>		Stage of Intervention:	4
LEA:	Pearsall ISD			Submittal Date:	November 11, 2009
Co/District #:	082903				
DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i>	ACTIVITIES <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>	RESOURCES <i>Material/supplies, fiscal, and personnel needed to implement activities.</i>	TIMELINES <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	Ensure that LEP students are receiving appropriate instructional services by: <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>	PEIMS Reports PEIMS Staff Counselors Campus Principals BE-ESL Teachers	<b>Initial: August 2009</b>  <b>Interim: January 2010</b>  <b>Final: June 2010</b>	
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	ARD Committee LPAC Committee Special Education Diagnosticians Campus Counselors Campus Principals	<b>Initial: August 2009</b>  <b>Interim: January 2010</b>  <b>Final: June 2010</b>	

<b>ESC Region #:</b>	20	<b>Bilingual Education / ESL Monitoring System 2009-2009</b>		<b>Stage of Intervention:</b>	4
<b>LEA:</b>	Pearsall ISD			<b>Submittal Date:</b>	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>	
<b>The district will develop a plan to expand communication to district staff, parents, and community members about BE-ESL program information.</b>	<b>Increase awareness of program guidelines and allow opportunities for parental and staff input.</b>  <b>Decrease LEP parent denials for BE/ESL programs</b>	<b>Communication will be expanded to include program information in English and Spanish using:</b> <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> <p>Administrators meet with parents of denials to discuss benefits of BE/ESL program.</p> <p>Need to establish campus level bilingual translator.</p> <p>Establish and communicate mission for BE/ESL program.</p>	<b>Technology Director Bilingual Coordinator Campus Counselors Campus Principals Bilingual-ESL Staff District/ Campus Social Worker Parent Liaison District Translator</b>	<b>Initial: August 2009</b>  <b>Interim: January 2010</b>  <b>Final: June 2010</b>	

<b>SC 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>	
<b>The district will reduce the number of LEP students identified as dropouts and increase the graduation rate for LEP students.</b>	<b>Graduation rate will increase to state requirement and drop out rate will be reduced to state expectation.</b>	<p><b>District will implement tracking system to eliminate errors in coding and to recover students who are counted as dropouts.</b></p> <p><b>District will provide interventions and programs to return students to school and complete requirements for graduation:</b></p> <ul style="list-style-type: none"> <li>• <b>TAKS remediation program</b></li> <li>• <b>Flexible scheduling</b></li> <li>• <b>Credit Recovery</b></li> <li>• <b>Review graduation plans annually</b></li> <li>• <b>Monitor grades, attendance, and discipline records</b></li> </ul> <p><b>Establish a follow up data system to assess BE/ESL student participation in post secondary education and/or work.</b></p>	<b>District/Campus Social Workers District Truant Officer Counselors Campus Principal Academic Dean</b>	<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

## Migrant Priority for Services Action Plan 2009-2010

<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 receive 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.	Sept. 30, 2009 Year round	NGS Specialist Campus Counselors	Graduation Plans	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

**Migrant  
Priority for Services Action Plan  
2009-2010**

**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 style="text-align: center;"><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 Plan Forms	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

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

**Special Education Monitoring System  
2007-2008**

Stage of Intervention:	4
Submittal Date:	

**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
<p><b>(1) SPED TAKS PASSING RATE</b></p> <p>The district will increase the Mathematic Reading/ELA and Science TAKS passing rate to state standard.</p>	<p>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</p>	<ul style="list-style-type: none"> <li>• Provide training to Teachers, Counselors, and support staff in the area of state required assessment (TAKS, TAKS A, TAKS M, and TAKS Alt).</li> <li>• Provide district dyslexia (LEXIA) program training to special education and RTI teachers K-5<sup>th</sup></li> <li>• Provide RTI training to teachers grades Pre-K 5<sup>th</sup></li> <li>• <b>Review current teaching strategies for curriculum alignment with TAKS</b> and coordinate with regular and special education teachers to visit other school districts to observe co-teaching practices.</li> </ul> <p><b>Provide Staff development on inclusionary practices for general and special education staff:</b></p> <ul style="list-style-type: none"> <li>• Select campus teams to attend the Inclusion Works Conference to improve planning and collaboration at the campus level</li> <li>• Provide training to paraprofessionals and regular teachers to better understand role responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Administrator</li> <li>• Special Ed. Director</li> <li>• Special Ed. Teacher</li> <li>• Regular Teacher</li> <li>• Campus Counselor</li> <li>• Educational Diagnosticians</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>	<p><b>Initial: Aug. 2007</b>  <b>Interim: June 2008</b>  <b>Final: Nov. 2008</b></p>

**(Increasing the Success of Paraprofessionals and Classroom Teachers Working Together)**

- **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 analysis of the vertical alignment of the curriculum to the IEPs.**
- **Each Campus to review disaggregated data to identify causal and instructional factor for lowered TAKS passing rates**

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<p><b>8) Less Restrictive Environment (Ages 3-5)</b></p> <p>The district will increase the placement of children ages 3-5 in more inclusive setting.</p>	<p>The district will increase the placement rate of children serve in instructional setting 40 and 41s to the state rate of 11.0 by 2009.</p>	<ul style="list-style-type: none"> <li>• Coordinate with local Head Start agencies for placement of students with disabilities in their programs.</li> <li>• Child find efforts to increase the number of children ages 3-5. (TMC, CSA, ECI agencies)</li> <li>• 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. <b>The district will provide training</b> on these guidelines and will conduct <b>an informal evaluation based on</b> the total number of referrals process during the school year.</li> <li>• Provide training to parents in the area of inclusive schools to facilitate the movement of children with disabilities into more inclusive settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Administrators</li> <li>• Special Education Director</li> <li>• IDEA Formal Funds</li> <li>• Ed. Diagnostician</li> <li>• Local/state Funds</li> <li>• Parents of Students with Disabilities</li> </ul>	
<p><b>12) SPED RHSP/DAP DIPLOMA RATE</b></p>	<p>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%</p>	<ul style="list-style-type: none"> <li>• Provide training in the area inclusive settings to district staff (A Step by Step Approach for Inclusive Schools)</li> <li>• Counsel with special education high school students to provide information regarding the different diploma options available</li> <li>• Evaluate current IEPs to determine if modifications and accommodations in regular classes are effective in providing students with disabilities access to the general curriculum</li> <li>• Provide resources and training to support implementation of research-based practices (Differentiated Instruction)</li> <li>• Review RHSP/DAP PEIMS Coding at the end of the year for accuracy of data (counselors, assessment staff, PEIMS coordinator, special education director)</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Administrator</li> <li>• Campus counselor</li> <li>• Diagnosticians</li> <li>• Special Education Director</li> <li>• Region 20</li> <li>• IDEA Funds</li> <li>• Stetson &amp; Associates, Inc.</li> </ul>	<p>Initial: Aug. 2007 Interim: Jan. 2008 Final: Nov. 2008</p>

**(17) SPED LEP REPRESENTATION**

The district will decrease the number of students identified as Limited English Proficient (LEP) served in special education.

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.

- Speech Supervisor to screen children ages 3-6 before referral is made for possible language or articulation problems.
- Fund Early Intervention Teacher (Flores Elem.) and Inclusion Teacher (P.J.H) to review student data, select target population, and assist struggling students in the area of Reading and Mathematics.
- Provide resources and training to support implementation of research-based practices of second language learners (Differentiated Instruction)
- Provide RTI training to teachers grades Pre-K 5<sup>th</sup>
- Collaborate with the Language Proficiency Assessment Committee (LPAC) to address language proficiency, levels of instruction and instructional placement for special education students.
- Collaborate with the LPAC to determine appropriate assessment instrument and performance standard requirement to exit students

- Campus Administrator
- Special Ed. Teacher
- Regular Teacher
- Campus Counselor
- IDEA Formal Funds
- Local/state Funds
- Special Programs Director
- ESC Region 20 consultants

**Initial: Aug. 2008**

**Interim: June 2008**

**Final: June 2009**

<p><b>20) SPED DISCRETIONARY PLACEMENT TO ISS</b></p>	<p>The district will decrease the special education discretionary ISS placement rate to no more than 16.0 percentage points higher than the percent of overall discretionary ISS placement.</p>	<ul style="list-style-type: none"> <li>• Provide Ruby Payne in-service to district staff (Working with Children from Poverty)</li> <li>• Provide training in the PEIMS coding of ISS students to campus administrators</li> <li>• Provide None Crisis Intervention training to campus staff</li> <li>• Jo Mascorro workshop “Strategies to Assist in Teaching Children Ownership and Management of Their Behavior”</li> <li>• Implement an extended day program to address behavior issues that will focus on after school and Saturday detention before ISS (PHS) placement.</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Administrators</li> <li>• Campus counselor</li> <li>• Diagnostician</li> <li>• Special Education Director</li> <li>• Region 20</li> <li>• IDEA Funds</li> <li>• District PEIMS Coordinator</li> </ul>	<p><b>Initial: Aug. 2007</b></p> <p><b>Interim: Jan. 2008</b></p> <p><b>Final: May 2009</b></p>
<p><b>(21) Parent Training</b></p> <p>The district will provide parent training on strategies on helping students be more successful on state assessments.</p>	<p>The district will increase communication and participation of parents of students with disabilities as evidence by sign in documentation.</p> <p>The district will evaluate the effectiveness of parent training based on staff development evaluations.</p>	<ul style="list-style-type: none"> <li>• Provide training in the area of state assessment to parents</li> <li>• Provide training on teaching strategies to parents of students with disabilities</li> <li>• Place articles on the district WEB page on relevant topics to parents of students with disabilities in an effort to increase communication and participation.</li> </ul>	<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: June 2009</b></p>

