

2009-2010
Campus Improvement Plan
Bandera Independent School District

Campus: Bandera Middle School



Campus Mission: Always on target.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc.	Signature
Dixie Koiner	Teacher	
Krista Errington	Teacher	
Suzy Groff	Teacher	
Laura Watts	Teacher	
Kathy Jennings	Teacher	
Dee Dee Stewart	Teacher	
Mike Derry	Teacher	
Cathy Folds	Teacher	
	Parent	
	Community Member	
	Business Member	
Bonnie Hale	Administrator	
Joy Ryan	Administrator	

Campus Level committee composition: (elected) 2/3 classroom teachers, 1/3 other campus level staff and district professional staff + (selected) parents and community members and a business representative.

TAKS PROFILE

	2005	2006	2007	2008	2009
<u>Math</u>					
All Students	77	81	85	90	90
Hispanic Students	66	75	80	87	79
White Students	81	83	86	91	93
Economically Disadvantaged	69	77	78	88	86
Special Education					
Other					
<u>Reading/ELA</u>					
All Students	89	90	93	95	94
Hispanic Students	82	83	87	93	91
White Students	91	93	94	95	95
Economically Disadvantaged	85	87	90	91	90
Other					

TAKS PROFILE

	2005	2006	2007	2008	2009
<u>Science</u>					
All Students		81	83	89	85
Hispanic Students		59	74	81	71
White Students		87	86	92	89
Economically Disadvantaged		74	87	76	
Special Education					
Other					
<u>Social Studies</u>					
All Students	93	91	96	98	93
Hispanic Students	92	82	91	97	85
White Students	93	94	98	98	95
Economically Disadvantaged	89	89	93	98	89
Other					

TAKS PROFILE

<u>Writing</u>	2005	2006	2007	2008	2009
All Students	86	92	94	94	93
Hispanic Students	82	85	88	90	87
White Students	88	95	95	96	95
Economically Disadvantaged	82	85	90	91	90
Other					

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Campus Improvement Committee on _____.

Participants in Attendance	Data Sources Examined
	<input checked="" type="checkbox"/> AEIS
	<input checked="" type="checkbox"/> Federal Accountability Data
	<input checked="" type="checkbox"/> Disaggregated TAKS data
	<input checked="" type="checkbox"/> District/Campus PEIMS reports
	<input checked="" type="checkbox"/> PBMAS reports
	<input checked="" type="checkbox"/> Student attendance data
	<input checked="" type="checkbox"/> Truancy data
	<input checked="" type="checkbox"/> ADM Data
	<input type="checkbox"/> Referral percentages for students in SPED
	<input checked="" type="checkbox"/> Campus parent participation records
	<input type="checkbox"/> Failure Rates
	<input checked="" type="checkbox"/> INOVA data
	<input type="checkbox"/> TELPAS data
	<input type="checkbox"/> Achievement Test Data
	<input type="checkbox"/> PA Series
	<input checked="" type="checkbox"/> Benchmark Assessments
	<input type="checkbox"/> TPRI
	<input type="checkbox"/> DRA or Other Reading Assessments
	<input type="checkbox"/> Carolina
	<input type="checkbox"/> Pre-AP/AP Scores
	<input type="checkbox"/> PSAT/SAT/ACT Scores
	<input type="checkbox"/> Completion Rate
	<input type="checkbox"/> Other

Summary of Findings

Prioritized Areas of Concern

Campus Areas of Concern	Data Source Used to Identify Concern
Hisp. Science 8 th	TAKS
Eco. Science 8 th	AEIS Report
AR Science	INOVA
Hisp. Math 8 th	ADM
SE Reading 7 th	Formative Assessment
Hisp. Math 7 th	Failure Rate
SE Math 7 th	
AR Math 7 th	
SE Math 6 th	
AR Reading 6 th	

In this plan, the term “student groups” refers to students who are Hispanic, White, African American, ED, Migrant, LEP, G/T, At-Risk and Special Education Populations of student groups which account for less than 10 student will not be referenced due to the possibility of accidentally identifying said students.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Total SCE funds allotted to this Campus \$46,384.

Total FTEs (full time employees) funded through SCE at this Campus 4.

SCE funds are used to serve at risk students by providing reading and math services through the computer learning lab.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with Grant, State and Local funds to meet the needs of all students.

Program/Funding Source	
Federal Programs	
<input type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part C
<input checked="" type="checkbox"/>	Title II, Part A
<input checked="" type="checkbox"/>	Title II, Part D
<input checked="" type="checkbox"/>	Title III
<input checked="" type="checkbox"/>	Title IV
State Programs/Funding Sources	
<input checked="" type="checkbox"/>	Accelerated Reading/Math Instruction Funds
<input checked="" type="checkbox"/>	State Compensatory Education
<input checked="" type="checkbox"/>	Optional Extended Year Program
<input checked="" type="checkbox"/>	Gifted/Talent
<input checked="" type="checkbox"/>	Special Education
<input checked="" type="checkbox"/>	Bilingual/ESL Program
Other Funding Sources	
<input checked="" type="checkbox"/>	Local Funds
<input checked="" type="checkbox"/>	Activity Funds
<input type="checkbox"/>	Gifts/Donations
<input checked="" type="checkbox"/>	Other: Grant – Rural Technology

Required NCLB Campus Plan Components

1. Comprehensive Needs Assessment of the entire school (including all program areas)
2. Reform strategies that address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the school-wide program and that use effective methods and instructional strategies based on scientifically based research.
3. Instruction by highly qualified teachers (*Show appropriate staff development to meet the needs of students at-risk in the D/CIP*)
4. Professional development for teachers and aides, and where appropriate, pupil services, personnel, parents, principals, and other staff who work for the student improvement
5. Strategies to attract high-quality highly qualified teachers to high-need schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. (*Examples could include: provide parents and students with a kindergarten orientation session; teachers from pre-K/K meet to discuss instructional programs, kindergarten objectives, and needs of students, etc.*)
8. Steps to include teachers in the decisions regarding the use of assessments. (*In the formative evaluation column of the CIP show that teachers use benchmarks to analyze performance, use classroom observations and teacher-made tests to assess students*)
9. Activities to ensure that students who experience difficulty mastering any of the state standards during the school year will be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Campus Improvement Plan On Going Yearly Review - Verification

Campus Improvement Committee Meeting Date	Agenda Item Number Of Review	Principal / Chair Verification
September		
October		
November		
December		
January (Formative Review)		
February		
March		
April		
May		

2008 - 2009

The Campus Improvement Action Plans
of Bandera Middle School

BISD : Always on Target to be the Best

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ACTION PLAN I:
READING

CAMPUS READING/ELA GOALS FOR 2009-2010: Overall performance and gain, and equity in performance and equity gain will improve in grades 6-8, for all subpopulations in TAKS Reading.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
A. Campus-level staff development activities will be designed to address TEKS reading objectives surveyed and approved by the CIC.	1362XX-925	Principal	On or before 09/01, 12/01, 04/01	Documentation of all planned staff development activities will be maintained on site and in the CO, including staff development plan and record of all staff members' attendance. ARP Records <ol style="list-style-type: none"> 1. Financial 2. Star Chart 3. Teacher Records 4. Report Cards 5. Lesson Plans
B. The Accelerated Reader Program/CEI program will be maintained to encourage students to read.	134XX-999	Librarian/ Reading Teachers	Every 6 weeks	
1. Campus will provide incentives to be used for ARP.	Activity Fund 865	Librarian	Every 6 weeks	
2. Teachers will target appropriate reading levels for individual students to improve reading comprehension.		Reading Teachers	Every 6 weeks	
3. Teachers and students will set 6 weeks and yearly reading goals for all students.		Classroom Teachers	Every 6 weeks	
4. Numerous opportunities will be provided to develop oral language through student-directed instruction, cooperative learning, and dramatic play.		Classroom Teachers	Every 6 weeks	
5. Diagnostic testing		Reading Teachers	Before 09/01	
6. Programs implementation will be aligned across Reading department.		Reading Teachers	Before 09/01	
C. Curriculum will be aligned with TEKS objectives.	TEKS	Principal	On or before 9/01	Course Guideline, CSCOPE, Curriculum Guide
D. Periodic formative assessment of student progress for TEKS	3163-XX	Principal Counselor	Before 12/01	Analysis of benchmark data will be documented and

Summative Evaluation: The summative evaluation data will include data from TAKS, TPM, TELPAS, TPRI, Running Records, IRI, Formative Assessment, AR Star Testing and Benchmark Testing.

ACTION PLAN II: **WRITING**

CAMPUS WRITING GOALS FOR 2009-2010: Overall performance and gain, and overall equity in performance and gain will improve in grades 6-8, for all subpopulations in TAKS Writing.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
A. Campus-level staff development activities will be designed to address TEKS writing objectives surveyed and approved by the CIC.	1362xx-925	Principal	On or before 09/01, 12/01, 04/01	Documentation of all planned staff development activities will be maintained on site and in the CO, including staff development plan and record of all staff members and attendance.
B. Provide students opportunities to develop language skills to enrich writing through the use of computer programs.	Study Island	Principal, Instructional tech staff, classroom teachers	On or before 09/01	Teacher records, technology records
C. Participation in UIL writing events will be encouraged.	UIL Materials, entry fees, coaching stipends 3663xx-999	UIL coaches	On or before 09/01	Record of materials acquisition and entry fee expenditures available on site.
D. Provide a TAKS support class during advisory classes for students who have not met standards on the TAKS or benchmark tests, utilizing the writing process in various forms.	1161xx-911	Classroom teachers	Before 12/01	Student enrollment, ADM data
E. Periodic assessment of student progress for TEKS objectives will be administered.	3163xx-999	Principal, dept. head	On or before 10/01, 01/01, and 02/01	Analysis of ADM data documented and maintained on site.
F. Maintain content mastery course	Special Education	Principal	Before 08/01	Record of student participation will be maintained. Documentation of staff

<p>G. Provide staff development for advanced courses</p> <p>H. Academic achievement will be assessed for each group using benchmark results, AEIS report, and INOVA data.</p> <p>I. All teachers will be highly qualified (fully certified). All instructional paraprofessionals will have either completed at least two years of college, obtained an associate's (or higher) degree, or passed</p>	<p>ADM data, AEIS, INOVA</p> <p>Asst. Supt HR</p>	<p>Principal</p> <p>Principal, dept. head, classroom teachers</p> <p>Principal</p>	<p>On or before 08/01, 12/01, 06/01</p> <p>On or before 12/01</p> <p>08/01</p>	<p>development attendance will be maintained on site and at CO.</p> <p>Benchmark Reports, AEIS report</p> <p>Staff Records</p>
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Summative Evaluation: The summative evaluation data will include data from TAKS, TPM, TPRI, TELPAS, benchmark and formative Assessments.

ACTION PLAN III:
MATH

CAMPUS MATHEMATICS GOAL/S FOR 2009-2010: Overall performance and gain, and equity in performance and gain will improve in grades 6-8 for all subpopulations in TAKS Math.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
A. Campus-level staff development activities will be designed to address TEKS Math objectives surveyed and approved by the CIC	1362XX-925	Principal	On or before 09/01, 12/01/04/01	Documentation of all planned staff development activities will be maintained on site and in the CO, including staff development plan and record of all staff member's attendance.
B. Teachers will utilize the CEI program in addition to the adopted textbooks. 1. Math curriculum will reflect alignment to TEKS and TAKS objectives	1163xx-911 1163xx-924 CSCOPE	Principal Classroom teachers	On or before 09/01 On or before 09/01	Lesson plans Teacher Records Observations
C. Participation in UIL Math events will be encouraged and time will be provided	UIL materials Entry fees Coaches' stipends 3663xx-999	UIL coaches	On or before 09/01	Record of materials acquisition and entry fee expenditure available on site.
D. Periodic formative assessment of student progress for TEKS objectives will be administered	3163xx-999	Principal Dept. Head	09/01-04/09	Analysis of benchmark results will be documented and maintained on site.
E. Content Mastery Course	Special Education	Principal	Before 08/01	Records of student participation.
F. Academic achievement will be assessed for each group using benchmark results, AEIS report and INOVA reports.	AEIS Report, INOVA data, ADM	Dept. Heads/ Classroom teachers	Before 12/01	Benchmark results and findings will be kept on site.

<p>G. Provide TAKS support class during advisory classes for students who have not met standards on TAKS test.</p>	<p>AEIS report/INOVA data/ ADM data</p>	<p>Counselor/Dept. Head</p>	<p>Before 12/01</p>	<p>Report cards, student schedules, benchmark results.</p>
<p>H. All teachers in Math will be highly qualified (fully certified). All instructional paraprofessionals will have either completed at least two years of college education, obtained an associate's (or higher) degree, or passed a state-developed exam of basic academic skills and instructional skills.</p>	<p>Asst. Supt. HR</p>	<p>Principal</p>	<p>Before 08/01</p>	<p>Staff records maintained at CO.</p>
<p>I. Provide parental involvement through mini-camps, orientations, CIC, LPAC, PTO, ARD Meetings, and parent night.</p>		<p>Principal/LLSP/ ESL director/ Counselor</p>	<p>Throughout year</p>	<p>Agendas and attendance records will be maintained.</p>
<p>J. Provide an after school program for Math</p>	<p>40116xxx</p>	<p>Lead teacher</p>		<p>Records of participating students.</p>
<p>K. Regular education teachers gain certification and/or endorsement in GT, AP and/or Pre AP.</p>	<p>Coop Fees 199-13-62xx111/121/ 123/124/125</p>	<p>Principal/ Director of Special Programs</p>	<p>On or before 12/01 On or before 08/01, 12/01, or 06/01</p>	<p>Documentation of training endorsement certification will be maintained on site and at CO.</p>

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Summative Evaluation: The summative evaluation data will include data from TAKS,TPM, EOC, PA series assessments, and formative/benchmark assessments.

ACTION PLAN IV:
SCIENCE

CAMPUS SCIENCE GOAL/S FOR 2009-2010: Overall performance and gain, and equity in performance and gain will improve in grades 6-8 for all subpopulations in TAKS Science.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
A. Campus-level staff development activities will be designed to address TEKS science objectives surveyed and approved by the CIC.	1362xx-925	Principal	On or before 09/01, 12/01, 04/01	Documentation of all planned staff development activities will be maintained on site and in the CO, including staff development plan and record of all staff members and attendance.
B. Provide students opportunities to develop science knowledge and skills through the use of computer programs.	Study Island	Principal, Instructional tech staff, classroom teachers	On or before 09/01	Teacher records, technology records
C. Participation in UIL science events will be encouraged.	UIL Materials, entry fees, coaching stipends 3663xx-999	UIL coaches	On or before 09/01	Record of materials acquisition and entry fee expenditures available on site.
D. Provide a TAKS support class during advisory classes for students who have not met standards on the science TAKS or benchmark tests.	1161xx-911	Classroom teachers	Before 12/01	Student enrollment, ADM data
E. Periodic assessment of student progress for TEKS objectives will be administered.	3163xx-999	Principal, dept. head	On or before 10/01, 01/01, and 02/01	Analysis of ADM data documented and maintained on site.
F. Maintain content mastery course	Special Education	Principal	Before 08/01	Record of student participation will be maintained.
G. Provide staff development for advanced courses			On or before 08/01, 12/01,	Documentation of staff

<p>H. Academic achievement will be assessed for each group using benchmark results, AEIS report, and INOVA data.</p> <p>I. All teachers will be highly qualified (fully certified). All instructional paraprofessionals will have either completed at least two years of college, obtained an associate's (or higher) degree, or passed</p>	<p>ADM data, AEIS, INOVA</p> <p>Asst. Supt. HR</p>	<p>Principal</p> <p>Principal, dept. head, classroom teachers</p> <p>Principal</p>	<p>06/01</p> <p>On or before 12/01</p> <p>08/01</p>	<p>development attendance will be maintained on site and at CO.</p> <p>Benchmark Reports, AEIS report</p> <p>Staff Records</p>
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Summative Evaluation: The summative evaluation data will include data from TAKS,EOC, Formative Assessment and Benchmark Assessments.

ACTION PLAN V:
SOCIAL STUDIES

CAMPUS SOCIAL STUDIES GOAL/S FOR 2009-2010: **Overall performance and gain, and equity in performance and gain will improve in grades 6-8 for all subpopulations in TAKS Social Studies.**

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
A. Campus-level staff development activities will be designed to address TEKS social studies objectives surveyed and approved by the CIC.	1362xx-925	Principal	On or before 09/01, 12/01, 04/01	Documentation of all planned staff development activities will be maintained on site and in the CO, including staff development plan and record of all staff members and attendance.
B. Provide students opportunities to develop social studies knowledge and skills through the use of computer programs.	Study Island	Principal, Instructional tech staff, classroom teachers	On or before 09/01	Teacher records, technology records
C. Participation in UIL social studies events will be encouraged.	UIL Materials, entry fees, coaching stipends 3663xx-999	UIL coaches	On or before 09/01	Record of materials acquisition and entry fee expenditures available on site.
D. Provide a TAKS support class during advisory classes for students who have not met standards on the social studies TAKS or benchmark tests.	1161xx-911	Classroom teachers	Before 12/01	Student enrollment, ADM data
E. Periodic assessment of student progress for TEKS objectives will be administered.	3163xx-999	Principal, dept. head	On or before 10/01, 01/01, and 02/01	Analysis of ADM data documented and maintained on site.
F. Maintain content mastery course	Special Education		Before 08/01	Record of student participation will be

<p>G. Provide staff development for advanced courses</p> <p>H. Academic achievement will be assessed for each group using benchmark results, AEIS report, and INOVA data.</p> <p>I. All teachers will be highly qualified (fully certified). All instructional paraprofessionals will have either completed at least two years of college, obtained an associate's (or higher) degree, or passed</p>	<p>ADM data, AEIS, INOVA</p> <p>Asst. Supt. HR</p>	<p>Principal</p> <p>Principal</p> <p>Principal, dept. head, classroom teachers</p> <p>Principal</p>	<p>On or before 08/01, 12/01, 06/01</p> <p>On or before 12/01</p> <p>08/01</p>	<p>maintained.</p> <p>Documentation of staff development attendance will be maintained on site and at CO.</p> <p>Benchmark Reports, AEIS report</p> <p>Staff Records</p>
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Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, Formative Assessment, and Benchmark Testing.

ACTION PLAN VI:
USE OF TECHNOLOGY IN CORE CONTENT AREAS

CAMPUS TECHNOLOGY GOAL/S FOR 2009-2010: Overall performance and gain, and equity in performance and gain will improve in grades 6-8, for all subpopulations in TAKS Reading, Math, and Writing, through intensive use of technology to enhance lessons and learning in core courses.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>A. Acquire compatible, upgradeable software that supports the core curriculum, including ESL. 1.Opportunities for teachers to examine software.</p>	1163xx-911	Educations departments and IT specialists	6 week intervals	Technology dept. will provide updated lists of available software. Teacher surveys regarding available software will be on file. Records of purchases on file on site.
<p>B. All classes will spend a minimum amount of time in the computer labs.</p>	1163xx-911	Classroom teachers	One class period per 6 weeks	Student products, technology reports
<p>C. Purchase TAKS preparation programs, including ESL.</p>	1163xx-911	Core departs. and IT specialists.	On before 02/01	Tech. dept. will provide updated lists of available software. Teacher surveys regarding available software.
<p>D. Professional development will be offered to increase teachers' knowledge of using technology as a tool to improve student success.</p>		District IT	Throughout school year	Records of training will be maintained on site and at CO.
<p>E. Keyboarding and computer literacy will be a re required course in 6th grade.</p>	Technology Funding	Principal	On or before 08/01	Class schedule

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Summative Evaluation: The summative evaluation data will include data from STAR CHART; Title II, D Compliance Report, Formative Assessment, Student Products.

ACTION PLAN VII: AT-RISK
(DYSLEXIA, 504, ECONOMICALLY
DISADVANTAGED)

CAMPUS AT-RISK GOAL/S FOR 2009-2010: Overall performance and gain, and equity in performance and gain will improve in grades 6-8, for all subpopulations in TAKS Reading, Math, and Writing, by providing school climate that enhances student opportunities for success in education.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
A. Specific Staff Development	Region 20	Principal	On or before 09/01	Staff attendance records maintained on site and at CO.
B. Provide parental involvement through mini-camps, orientations, CIC, LPAC, PTO, ARD, and 504 meetings and parent night		Principal	Throughout year	Records and attendance will be maintained on site.
C. Provide after-school programs in the subjects of reading, writing, and math.	40116xxx	Lead Teacher	On or before 02/01	Participant records will be maintained.
D. Expand counseling program to include components of students who qualify as at risk		Principal, Counselors	On or before 12/01	Counseling records will be maintained on site.

Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, PSAT/SAT/ACT, Pre-AP/AP scores, TPRI, TELPAS, IRI, Formative Assessment, AR Star Testing, PA Series assessments, INNOVA data, and Benchmark Assessments.

ACTION PLAN VIII:
ENGLISH LANGUAGE LEARNERS

CAMPUS ELL GOALS FOR 2009-2010: Overall performance and gain, and equity in performance and gain will improve in grades 6-8, for all subpopulations in TAKS Reading, Math, and Writing, by providing students with opportunities for success in developing needed language skills in all courses.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>A. Campus level staff development will be provided that will enable teachers to implement ESL methodologies in the classrooms to support LEP students.</p> <ol style="list-style-type: none"> 1. Selected teachers will attend various ESL staff development through Region 20 2. ESL teacher will provide staff with strategic techniques to promote understanding and success for non-English speaking students. 	1362xx-925	Principal ESL director Sp. Programs Director	Before 09/01, 02/01, 06/01	Documentation of all planned staff development activities will be maintained on site and in CO including staff development plan and record of all staff members' attendance. Analysis of benchmark performance, TAKS results.
<p>T B. ESL trained teachers will attend TAKS training in the areas of reading and writing.</p>	1362xx-925	Principal	On or before 02/01	Documentation of attendance certificate maintained on site and at CO.
<p>C. Textbooks written in Spanish for history, math will be provided for home and the classroom.</p>		Assistant Principal	On or before 09/01	Textbook records
<p>D. Provide parental involvement through mini-camps, orientations, CIC, LPAC, PTO, ARD meetings and parent night.</p>		Principal		Agendas and attendance records
<p>E. Provide after-school programs in the subjects of reading, writing, and math.</p>	40116xxx	Lead teacher	On or before 02/01	Records of participating students
<p>F. The CEI program will be</p>	1364xx-99		Every 6 weeks	Assessment Data

B. maintained to encourage students to be successful		CEI Instructor		
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Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, PSAT/SAT/ACT, Pre-AP/AP scores, TPRI, TELPAS, IRI, Formative Assessment, AR Star Testing, PA Series assessments, INNOVA data, and Benchmark Assessments.

CAMPUS ACTION PLAN IX:
DISCIPLINE MANAGEMENT

CAMPUS MANAGEMENT GOAL FOR 2009-20010: By maintaining good discipline, overall performance and gain, and equity in performance and gain will improve in grades 6-8 for all subpopulations in TAKS Reading, Math, and Writing tests; attendance rate will increase and drop-out rate will decrease.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
A. The Student Code of Conduct shall be revised as necessary, implemented, and monitored at the campus level by site-based making entities.	401116xxx	Assistant Principal	On or before 09/01	The Code of Student Conduct will be on file and distributed to all students and parents.
B. Specific Staff Development		Principal, Assistant Principal	On or before 09/01, throughout year	Staff Development attendance records
C. Provide parental involvement through mini-camps, orientations, CIC, LPAC, PTO, ARD meetings and parent night.		Principal	Throughout year	Agendas and attendance records.
D. Provide an after-school program in the subjects of reading, writing, and math.		Lead teacher	On or before 02/01	Records of participating students
E. Create committee to provide strategies to improve student performance including discipline management and accelerated education		Principal, Assistant Principal	On or before 12/01	Committee agendas, attendance records
F. Provide character development curriculum in conjunction with agenda program.		Assistant Principal	Throughout year	Activities and curriculum maintained on site.

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Summative Evaluation: The summative evaluation data will include INNOVA data, Discipline Referral data, AEP referral data, After School Tutorial data and Failure Rate data.

DISTRICT GOAL AREA X:
ATTENDANCE

CAMPUS ATTENDANCE GOAL/S FOR 2009-2010: Overall performance and gain, and equity in performance and gain will improve in grades 6-8, for all subpopulations in TAKS Reading, Math, and Writing test due to attendance rate of 95%+.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
A. Parents of students absent from school will be telephoned the day of absence.		Attendance Clerk	Throughout year	Attendance Clerk Report
B. Students with 2 or more absences will be sent a warning letter.	1162xx-911	Assistant Principal, lead teacher	40 th school day	Record of attendance to make up time
C. Upon 5 th absence, students will be given opportunity to attend Saturday school to make up hours.	1162xx-911	Attendance clerk	Throughout school year	Records of forms
D. Students with continued absences will be sent notarized complaint against the student and parent for promoting truancy		Attendance clerk, principal, assistant principal	Throughout school year	Record of complaints filed, PIEMS
E. Attendance will be taken/reported every class period of every day	Attendance programs	Attendance clerk	Daily throughout school year	Attendance records
F. Provide parental involvement through mini-camps, orientations, CIC, LPAC, PTO, ARD meetings and parent nights.		Principal	Throughout school year	Agendas and attendance

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Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, PSAT/SAT/ACT, Pre-AP/AP scores, TPRI, TELPAS, IRI, Formative Assessment, AR Star Testing, PA Series assessments, INNOVA data, Failure rate data, Attendance data, Discipline Management data and Benchmark Assessments.

CAMPUS ACTION PLAN XI:
DROPOUT PREVENTION/RECOVERY

CAMPUS DROPOUT PREVENTION/RECOVERY GOAL/S FOR 2009-2010: Overall performance and gain, and equity in performance and gain will improve in grades 6-8, for all subpopulations in TAKS Reading, Math, and Writing, by ensuring campus culture and climate that promotes students to continue educational goals.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>A. Expand counseling program to include career counseling and drug education components.</p> <ol style="list-style-type: none"> 1. Career counseling will be available to all students and parents. 2. Career day will be provided for all 8th grade students. 3. Lifeskills program will be provided to 8th grade students. 4. Red Ribbon Week Campaign will be held, with all classes utilizing a Red Ribbon Week curriculum which is integrated with reading, math, and writing. 5. Character development program in conjunction with agendas for all students. <p>B. Tutoring program will be extended to all students exhibiting a pattern of multiple failures in core subjects.</p> <p>C. Attendance program and incentives to enhance student attendance.</p> <p>D. Provide parental involvement through mini-camps, orientations, CIC, LPAC, PTO, ARD meetings and parent night.</p>	<p>316xx-999</p> <p>Printing costs</p>	<p>Principal</p> <p>Counselors</p> <p>Counselors</p> <p>Counselors, Team Leaders</p> <p>Assistant Principal, Classroom Teachers</p> <p>Lead Teachers</p> <p>Assistant Principal</p> <p>Principal</p>	<p>Throughout year</p> <p>Throughout year</p> <p>On or before 04/01</p> <p>Throughout year</p> <p>10/01</p> <p>Throughout year</p> <p>On or before 12/01</p> <p>Throughout year</p>	<p>Discipline reports; attendance records</p> <p>Record of conferences held will be maintained in counselor's office. Agenda, attendees, presenters posted. Schedule of HCCADA classes on file in counselor and principal's office. Lesson plans, list of Red Ribbon activities on file in principal's office</p> <p>Curriculum and list of activities in AP's office.</p> <p>Schedule and attendance records will be maintained.</p> <p>Schedule and attendance records will be maintained.</p> <p>Agendas and attendance records maintained.</p>

E. Provide an after-school program in the subjects of reading, writing, and math.	40116xxx	Lead Teacher	On or before 02/01	Records of participating students.
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Summative Evaluation: The summative evaluation data will include data from TAKS, TPRI, TELPAS, IRI, Formative Assessment, Failure Rates, attendance rate, and discipline management data.

CAMPUS ACTION PLAN XII:
SPECIAL EDUCATION

CAMPUS SPECIAL EDUCATION GOAL/S FOR 2009-2010: Overall performance and gain, and equity in performance and gain will improve in grades 6-8, for all subpopulations in TAKS Reading, Math, and Writing, by providing services that ensure the least restricted environment and a free appropriate education to students with special needs.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
A. Continuation of developing inclusion courses for students with special needs in the areas of math, reading, and writing.	Campus funds	Principal, Dept. Head	Throughout year	Student achievement, failure rates, ADM data, AEIS data
B. Acquire technology resources to enhance learning of students in the areas of reading, writing, and math.	Special Education funds.	Principal	On or before 12/01	Purchase record
C. Implement screening process to assess gaps in learning vs. special needs.	Special Education funds.	Principal	On or before 12/01	Results of screening maintained in office.

Summative Evaluation: The summative evaluation data will include data from

TAKS, TAKS ACCOMODATED, TAKS M, TAKS ALT, TPRI, TELPAS, Formative Assessments, and failure rates.

CAMPUS ACTION PLAN XIII:
CAREER & TECHNICAL EDUCATION

CAMPUS CAREER & TECHNICAL EDUCATION GOAL/S FOR 2009-2010: Overall performance and gain, and equity in performance and gain will improve in grades 6-8, for all subpopulations in TAKS Reading, Math, and Writing, by providing opportunities for students to begin CATE course work at middle school level.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
A. Investigate CATE opportunities that will enhance programs at high school.		Principal, Counselor	On or before 12/01	Implementation of introductory CATE courses into master schedule for 10-11 school year.

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Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, PSAT/SAT/ACT, Pre-AP/AP scores, TPRI, TELPAS, IRI, Formative Assessments, AR Star Testing, PA Series assessments, INNOVA data, Failure rate data, Attendance data, CTE data, Certificate Completion data, Discipline Management data and Benchmark Assessments.

CAMPUS ACTION PLAN XIV:
PARENT INVOLVEMENT

CAMPUS PARENT INVOLVEMENT GOAL/S FOR 2009-2010: Overall performance and gain, and equity in performance and gain will improve in grades 6-8, for all subpopulations in TAKS Reading, Math, and Writing, by increasing opportunities for parental involvement and partnership in students' education.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
A. Provide parental involvement through mini-camps, orientations, CIC, LPAC, PTO, ARD meetings and parent night.		Principal	Throughout year	Attendance and agendas will be maintained on site.
B. Re-install school messenger	461366399xxx	Principal	On or before 09/01	Records of messages, phone records maintained on site.
C. Team/parent meetings conducted		Team Leaders	Throughout year	Agendas and minutes

for students failing two or more core courses or not meeting standards on TAKS or benchmarks assessments.				maintained on site.
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Summative Evaluation: The summative evaluation data will include data from INNOVA data, Failure rate data, Attendance data, PI attendance data, Discipline Management data and PI surveys.