



**PLANO INDEPENDENT SCHOOL DISTRICT**

**School Based Improvement Committee  
Campus Improvement Plan  
2010-2011**

Senior High: Plano East

<b>Committee Members Name</b>	<b>Role</b>	<b>Year 1st Participated on SBIC</b>
Kristy Alexander	Faculty Member	2010-11
Raylene Eldridge	Faculty Member	2010-11
Cynthia McCutchan	Faculty Member	2010-11
Steven Lewis	Faculty Member	2009-10
Chris Reid	Faculty Member	2010-11
Kathy Witcher	Faculty Member	2009-10
Karen Kier	Faculty Member	2009-10
Don Allen	Faculty Member	2009-10
Karen McDonald	Principal	2004-05
Dorothy Shaw	District Professional	2009-10
Kevin Welborn	Campus Professional, Non-teaching	2007-08
Sheela Daniels	Campus Professional, Non-teaching	2008-09
Becca Kalmes	Support Staff Member	2010-11
Karen Quillicy	Parent-Selected by PTA/O	2009-10
Jennifer Miller	Parent-Selected by PTA/O	2009-10
Linda Hamil	Parent-Selected by Principal	2010-11
Sherrie Sharp	Parent-Selected by Principal	2010-11
Tami Ishii	Parent	2010-11
Kristie Hampton	Parent	2009-10
Martha Clark	Parent	2009-10
Bob Garrey	Parent	2009-10
Forrest Dillon	Parent	2009-10
Rick Weaver	Community Member	2008-09
Stephan Cummings	Community Member	2009-10
Maco Amoyo	Business Representative	2008-09
Bill Fowler	Business Representative	2008-09
Natalie Hamil	Student	2010-11
Hiroshi Ishii-Adajar	Student	2010-11
Abbie Hampton	Student	2009-10
Kelsey Clark	Student	2009-10
	Ad Hoc (optional)	

**Meeting Dates 2010-2011**

Meeting # 1 (Set goals - target date November 1)	<u>2-Nov-10</u>
Meeting # 2 (Review goals - target date March 11)	<u>28-Feb-11</u>
Meeting # 3 (Evaluate goals - target date June 10)	<u>23-May-11</u>

**2010-2011 CIP Goals  
Document A**

Campus:		Plano East					
Item/Subgroup	Number of Students	Goal	Plan Page Reference on Doc. C	District Goal	Campus Target Measure	Summative Measure Due by June 20, 2011	Improvement Measure Due by June 20, 2011
<b>Reading/ELA: Grade 11</b>							
All Students	1484	The student proficiency rate will meet the target measure.	4	90%	90%		
African American	202	The student proficiency rate will meet the target measure.	4	90%	90%		
Hispanic	381	The student proficiency rate will meet the target measure.	4	90%	90%		
White	602	The student proficiency rate will meet the target measure.	4	90%	90%		
Econ Disadv	385	The student proficiency rate will meet the target measure.	4	90%	90%		
<b>Writing</b>							
All Students		The student proficiency rate will meet the target measure.					
African American		The student proficiency rate will meet the target measure.					
Hispanic		The student proficiency rate will meet the target measure.					
White		The student proficiency rate will meet the target measure.					
Econ Disadv		The student proficiency rate will meet the target measure.					
<b>Mathematics: Grade 11</b>							
All Students	1484	The student proficiency rate will meet the target measure.	5	90%	90%		
African American	202	The student proficiency rate will meet the target measure.	5	85%	85%		
Hispanic	381	The student proficiency rate will meet the target measure.	5	87%	87%		
White	602	The student proficiency rate will meet the target measure.	5	90%	90%		
Econ Disadv	385	The student proficiency rate will meet the target measure.	5	86%	86%		
<b>Science: Grade 11</b>							
All Students	1484	The student proficiency rate will meet the target measure.	6	90%	90%		
African American	202	The student proficiency rate will meet the target measure.	6	86%	86%		
Hispanic	381	The student proficiency rate will meet the target measure.	6	86%	86%		
White	602	The student proficiency rate will meet the target measure.	6	90%	90%		
Econ Disadv	385	The student proficiency rate will meet the target measure.	6	85%	85%		
<b>Social Studies: Grade 11</b>							
All Students	1484	The student proficiency rate will meet the target measure.	7	90%	90%		
African American	202	The student proficiency rate will meet the target measure.	7	90%	90%		
Hispanic	381	The student proficiency rate will meet the target measure.	7	90%	90%		
White	602	The student proficiency rate will meet the target measure.	7	90%	90%		
Econ Disadv	385	The student proficiency rate will meet the target measure.	7	90%	90%		
<b>Bullying and Violence Prevention: Grades 11, 12</b>							
All Students	2904	The rate of violent incidents will meet the target measure. Measure: The rate of violent acts as reported on PEIMS will be less than 30%	8		<30%		
<b>Parent Involvement: Grades 11, 12</b>							
All Students	2904	The campus will provide for a program to increase parental involvement.	9		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Highly Qualified: Grades 11, 12</b>							
All Students	2904	The HQ rate will meet the target measure.	10	100%	100%		

**2010-2011 CIP PES Goals  
Document B**

Campus:		Plano East					
Item/Subgroup	Number of Students	Goal	Plan Page Reference on Doc. C	District Goal	Campus Target Measure	Summative Measure <i>Due by June 20, 2011</i>	Improvement Measure <i>Due by June 20, 2011</i>
<b>Reading</b>							
Grade 11	1484	The team PES score will show growth in student achievement.	11	> 0	> 0		
<b>Mathematics</b>							
Grade 11	1484	The team PES score will show growth in student achievement.	12	> 0	> 0		
<b>Science</b>							
Grade 11	1484	The team PES score will show growth in student achievement.	13	> 0	> 0		

**Goal: The proficiency rate for READING will meet the target measure.**

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Applicable Student Group	Action Step	Responsible	Staff / Resources	Timeline	Progress Notes
All	Meet regularly with department chairs and team leaders to analyze, identify and implement campus-wide successful instructional strategies. Includes efforts to implement AVID strategies in all classrooms.	Karen McDonald, Sheela Daniels, 6 core department chairs	Meeting times	Aug 2010-June 2011	
All	English III, Semester 1: Total TAKS immersion while teaching To Kill a Mockingbird	K. Alexander/ English III	none	Aug 2010-June 2011	
All	a. Practice close reading strategies	K. Alexander/ English III	none	Aug 2010--June 2011	
All	b. Add non-fiction pieces to supplement/enrich reading experience	K. Alexander/ English III	none	Aug 2010--June 2011	
All	c. Differentiate reading instruction to address all learning styles	K. Alexander/ English III	none	Aug 2010--June 2011	
All	2. English III, Semester 2: Total TAKS immersion while pairing fiction/nonfiction and teaching of The Great Gatsby	K. Alexander/ English III	none	Aug 2010--June 2011	
All	a. Practice close reading strategies	K. Alexander/ English III	none	Aug 2010--June 2011	
All	b. Add non-fiction pieces to supplement the novel	K. Alexander/ English III	none	Aug 2010--June 2011	
All	c. Differentiate reading instruction to address all learning styles	K. Alexander/ English III	none	Aug 2010--June 2011	
All	3. Reading classes mandated for all students who fail the reading portion of the TAKS test	L.R. Bissett	none	Aug 2010--June 2011	
Special Education	4. Small co-taught classes for special education learning disabled students	S. Daniels/L.R. Bissett/G. Poling	none	Aug 2010--June 2011	
All	5. Teachers routinely utilize the SAS system to gather data, analyze individual achievement , and address students needs.	K. Alexander/ English III	none	Aug 2010--June 2011	

**Goal: The proficiency rate for MATH will meet the target measure.**

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Applicable Student Group	Action Step	Responsible	Staff / Resources	Timeline	Progress Notes
All	Meet regularly with department chairs and team leaders to analyze, identify and implement campus-wide successful instructional strategies . Includes efforts to implement AVID strategies in all classrooms.	Karen McDonald, Sheela Daniels, 6 core department chairs	Meeting times	Aug 2010-June 2011	
All	Math teachers will analyze all quizzes and tests to ensure the questioning formats mirror that of the TAKS test in terms of level of questioning	Linda Hill, Math teachers	None	Aug 2010-June 2011	
All	Math teachers will routinely utilize the SAS system to gather data, analyze individual achievement and address student needs.	Linda Hill, Math teachers	None	Aug 2010-June 2011	
All	Regular TAKS review will be done in Geometry, Math Models, Algebra II, and Precalculus classes. Each student will be given a TAKS packet each six weeks. The packets will be completed during class on a regular basis at a rate of approximately 5 to 10 problems per week. Students are then encouraged to improve test-taking skills by answering a series of questions about how they approached the problem.	Linda Hill, Math teachers	Printing cost for 28 page packet each of the first 5 six weeks for approximately 1500 students.	Aug 2010-June 2011	
All	A test will be given in Geometry, Math Models, and Algebra II classes each six weeks that will consist of released TAKS questions . 50% of these questions will come from the TAKS packets that students have been completing in class and 50% of the questions will be new questions. The test will count as a test grade.	Linda Hill, Math teachers	Printing cost for 10-12 page test each of the first 5 six weeks for approximately 1200 students.	Aug 2010-June 2011	
All	Any senior who has not yet passed the TAKS test will be enrolled in a special section of Algebra 2 or Math Models. These classes will remain small and will address specific TAKS strategies and TAKS Review as well as regular course material.	Sheela Daniels, Jana Hancock, Linda Hill	None	Aug 2010-June 2011	
All	Students who have had struggles in Algebra I and/or Geometry will be placed in Math Models prior to taking Algebra 2. The curriculum in Math Models is designed to be a bridge to Algebra 2, and covers many of the objectives of the TAKS test. This should provide students with a better background for the TAKS test.	Sheela Daniels, Jana Hancock, Linda Hill	None	Aug 2010-June 2011	

**Goal: The proficiency rate for SCIENCE will meet the target measure.**

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Applicable Student Group	Action Step	Responsible	Staff / Resources	Timeline	Progress Notes
All	Students will be provided weekly TAKS Science Review in all science IPC, Reg Chem, Reg Physics, GMO, Env Sys & TAKS Review Classes. Every student is given a TAKS review notebook. Teachers provide warm-up problems 3 days each week, teaching the science concept and test-taking strategies.	Julie Baker, Johnnie Pierce, Rick Roehrig, Dusty Vincer	Handbook for teachers; Copies of tests	Aug 2010-June 2011	
All	Weekly warm-ups only in Honors Chemistry, IB Physics and Honors Physics.	Marjean Nielson	TAKS handbooks for students	Aug 2010-June 2011	
All	Honors and IB Physics will take an end of semester TAKS test to assess commended scores. Teachers will discuss scores individually with students to inform them where they stand in terms of being commended on the TAKS test	Marjean Nielson, Johnnie Pierce, Mike Adams, Dennis Teubner	Handbook for teachers; Copies of tests	Aug 2010-June 2011	
All	TAKS Review Classes for seniors who have failed TAKS	Rachel Kelley	Staffing allocation; Master Schedule	Aug 2010-June 2011	
Special Education	Smaller co-taught classes for special education learning disabled students in Environmental Systems.	TAKS teachers	Staffing allocation; Master Schedule	Aug 2010-June 2011	
Special Education	Smaller co-taught classes for students in Chemistry.	Rick Roehrig	Staffing allocation; Master Schedule	Aug 2010-June 2011	
All	Chemistry research and design: selected students who have a history of TAKS failure will be located in small double block classes with a focus on success in chemistry and science TAKS test.	Rick Roehrig	Staffing allocation; Master Schedule	Aug 2010-June 2011	
All	Teacher using SAS website to identify strengths and weakness of their students. The teachers will also use this information to help in planning and helping their students and for grouping for Science Camp in the Spring	Julie Baker & All science department	SAS Portal; A&A Support/Training	Aug 2010-June 2011	
All	Science Camp-The week before TAKS students will be assigned to a group based on SAS data. They will engage in activities designed to review/reteach objectives for TAKS test	Julie Baker, Science Dept	Materials to make activities, t-shirts, prizes, food	Jan 2011-May 2011	
All	Inquiry-Based and Cooperative Group lesson plans to help students learn to work through problem based lessons collaboratively.	Julie Baker, Science Dept	Inquiry Lesson Plan Support/Training	Aug 2010-June 2011	
All	Teachers assessing their students' levels of cognition and preparing a scale of raising the cognitive level of their test so that the students will be at the same cognitive level of the TAKS test by the time the students are taking the TAKS test.	Julie Baker & All teachers in the science department	Computer, Examview software	Aug 2010-June 2011	
All	Implementation of technology into the classroom. Engaging students using up to date technology such as prezis, ELMOS, cell phones, Vernier probeware for lab activities	All Science teachers	ELMOS, Vernier Probeware	Aug 2010-June 2011	
All	Outside tutoring from Rockwell Collins-Students will have the opportunity to attend lunch tutorials 2-3 times per week for any science class	Julie Baker, Sam Lei	Room for tutorials, curriculum handouts	Aug 2010-June 2011	
All	DATE Training-Teachers will attend training to help with instructional strategies in the classroom. This will take place outside of school hours	Admin and Science Dept	none needed	Aug 2010-Dec 2010	

**Goal: The proficiency rate for SOCIAL STUDIES will meet the target measure.**

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Applicable Student Group	Action Step	Responsible	Staff / Resources	Timeline	Progress Notes
All	District made TAKS formatted exams	Curriculum Development team	Scantrons, items analysis forms	Aug 2010-June 2011	
All	Unit calendars with megaspores on back that contain all TEKS and TAKS in the unit of study	Lee Ann Yates, Tom Rapp, Social Studies Teachers	US History team planning	Aug 2010-June 2011	
All	TAKS formatted Unit tests	Lee Ann Yates, Tom Rapp, Social Studies Teachers	US History team planning	Aug 2010-June 2011	
All	Three weeks before TAKS students take a mock TAKS test (on line)	Lee Ann Yates, Tom Rapp, Social Studies Teachers	US History team planning	Aug 2010-June 2011	
All	After TEKS checks and mock TAKS tests, weaknesses are determined for each class of students. Teachers reteach areas of weakness	Lee Ann Yates, Tom Rapp, Social Studies Teachers	computer labs	Aug 2010-June 2011	
All	Each student receives a TAKS review card	Lee Ann Yates, Tom Rapp, Social Studies Teachers	Scantrons, items analysis forms	Aug 2010-June 2011	
All	TAKS spiraling content book is used for the 6 days TAKS review	Lee Ann Yates, Tom Rapp, Social Studies Teachers	card stock	Aug 2010-June 2011	
Special Education	Small co-taught classes for special education learning disabled students	Sheela Daniels, Lee Ann Yates, Gail Poling	TAKS Spiraling Content book	Aug 2010-June 2011	
All	ESL History reviews 8th grade TAKS for 9 weeks at the beginning of the year	Lee Ann Yates, Tom Rapp, Social Studies Teachers	teachers	Aug 2010-June 2011	
All	Learning Targets on TAKS posted in classrooms	Lee Ann Yates, Tom Rapp, Social Studies Teachers	8th grade curriculum planner	Aug 2010-June 2011	
All	" Helping Strategies"	Lee Ann Yates, Tom Rapp, Social Studies Teachers	US History team planning	Aug 2010-June 2011	
All	1. Develop organization skills through unit notebooks	Lee Ann Yates, Tom Rapp, Social Studies Teachers	US History team planning	Aug 2010-June 2011	
All	2. Retesting offered for test failures after each test	Lee Ann Yates, Tom Rapp, Social Studies Teachers	US History team planning	Aug 2010-June 2011	
All	3. Test corrections	Lee Ann Yates, Tom Rapp, Social Studies Teachers	US History team planning	Aug 2010-June 2011	

Goal: VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harrasment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

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Applicable Group	Action Step	Responsible	Staff / Resources	Timeline	Progress Notes
<b>Staff</b>	<b>PREVENTION:</b>				
	Identify high risk areas. <b>(Required)</b>	Karen McDonald, Rusty Franklin, Laura Grundler	Staff feedback/survey	Aug., '10-June '11	
	Monitor high risk areas. <b>(Required)</b>	Rusty Franklin, Laura Grundler, Nevert Moses, Reuben Davis	Staff assignments/schedule	Aug., '10-June '11	
	Follow Campus Rules/Expectations. <b>(Required)</b>	Karen McDonald, Rusty Franklin, Laura Grundler	Code of Conduct, District Handbook, Campus Handbook	Aug., '10-June '11	
<b>Staff</b>	<b>EDUCATION:</b>				
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Rusty Franklin and Laura Grundler	Handouts/powerpoint	Aug., '10-June '11	
	Review referral process. <b>(Required)</b>	Rusty Franklin and Laura Grundler	Campus referral plan	Aug., '10-Sept. '10	
<b>Staff</b>	<b>INTERVENTION:</b>				
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Rusty Franklin and Laura Grundler	Discipline Management Plan	Aug., '10-Sept. '10	
	Implement campus referral plan. <b>(Required)</b>	Rusty Franklin and Laura Grundler	Campus Referral Plan	Aug., '10	
	Utilize Discipline Management strategies. <b>(Required)</b>	Rusty Franklin and Laura Grundler	Discipline Management Plan	Aug., '10-June '11	
<b>All Students</b>	<b>PREVENTION:</b>				
	State clear student expectations/campus rules/citizenship. <b>(Required)</b>	Karen McDonald	Code of Conduct/Student-Parent Handbook	Aug., '10-June '11	
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	Aug., '10-June '11	
<b>All Students</b>	<b>EDUCATION:</b>				
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	Aug., '10-June '11	
<b>All Students</b>	<b>INTERVENTION:</b>				
	Apply classroom interventions. <b>(Required)</b>	All teachers	none needed	Aug., '10-June '11	
	Employ discipline interventions. <b>(Required)</b>	Rusty Franklin, Laura Grundler, Nevert Moses, Reuben Davis	none needed	Aug., '10-June '11	
	Use other intervention strategies as necessary/appropriate <b>(Required)</b>	Administrative staff or counselors	none needed	Aug., '10-June '11	
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	none needed	Aug., '10-June '11	



**Goal: The campus will provide for a program to encourage PARENTAL INVOLVEMENT.**

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Action Step	Responsible	Staff / Resources	Timeline	Progress Notes
School personnel will routinely call and, when appropriate, arrange conferences with parents of students who are experiencing academic failure or difficulty and/or excessive absences	Classroom teachers, counselors, CMIT coordinator, subschool principals & secretaries	Time, SAS student data	Aug 2010-June 2011	
Counselors will schedule six parent information meetings throughout the year on topics regarding transition from high school to senior high, college admissions, financial aid, PSAT, parenting, etc.	Counselors	Time, automated calling system, campus Twitter, enewsletters, etc.	Aug 2010-June 2011	
Administrators will schedule parent information evening meeting on teen use of drug and alcohol	Administrators	Time, automated calling system, campus Twitter, enewsletters, etc.	Aug 2010-June 2011	
The counselors will schedule 30-minute individual academic conferences with every 11th grade student and his/her parents during second semester of the junior year. (Note: parent participation in the conferences is extremely high.)	Counselors	Time, invitations,	Aug 2010-June 2011	
Counselors will schedule six parent information meetings throughout the year on topics regarding transition from high school to senior high, college admissions, financial aid, PSAT, parenting, etc.	Counselors	Time, invitations, school facility	Aug 2010-June 2011	
Destination Graduation: Dallas Concillio organization will host six college information sessions for Spanish-speaking parents. Goal: graduation of 50 parents	Reuben Davis, subschool principal	United Way funding, Dallas Concillio employees, Plano East facility	Aug 2010-June 2011	
PTSA organization will include booster organizations for every team sport and UIL organization (band, orchestra, theater, debate, etc.)	Kevin Welborn, Associate Principal for Student Activities, organization sponsors & coaches	Plano East facility	Aug 2010-June 2011	

**Goal: The proficiency rate for HIGHLY QUALIFIED will meet the target measure.**

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Action Step	Responsible	Staff / Resources	Timeline	Progress Notes
This campus has 100% HQT. ▼	HR/Principal	Detailed in HQT-CIP, if applicable	Aug 2010-June 2011	
PISD routinely reviews and modifies the recruiting schedule .	HR/Principal	HR Budget	Aug 2010-June 2011	
PISD routinely reviews and modifies the diversity and affirmative action programs.	HR/Principal	HR Budget	Aug 2010-June 2011	
An electronic applicant database is a tool administrators use to identify highly qualified candidates.	HR/Principal	HR Budget	Aug 2010-June 2011	
Recruiting trips are a tool administrators use to identify highly qualified candidates.	HR/Principal	HR Budget	Aug 2010-June 2011	
Participation in the PISD Recruitment Open House is a tool administrators use to identify highly qualified candidates.	HR/Principal	HR Budget	Spring 2011	
To attract and retain highly qualified applicants at high needs campuses, PISD offers salary stipends.	HR/Principal	HR Budget	Aug 2010-June 2011	
To attract and retain highly qualified applicants at high needs campuses, PISD offers student teachers.	HR/Principal	HR Budget	Aug 2010-June 2011	
To attract and retain highly qualified applicants at high needs campuses, PISD offers smaller student-teacher ratios.	HR/Principal	HR Budget	Aug 2010-June 2011	
To attract and retain highly qualified applicants at high needs campuses, PISD offers teacher performance pay.	HR/Principal	HR Budget	Aug 2010-June 2011	
Masters program options are another support structure available to Principals to ensure a diverse and high quality teaching staff.	HR/Principal	HR Budget	Aug 2010-June 2011	
Local, ongoing, high quality professional development is another support structure available to Principals to ensure a diverse and high quality teaching staff.	HR/Principal	HR Budget	Aug 2010-June 2011	
New teacher mentor programs are another support structure available to Principals to ensure a diverse and high quality teaching staff.	HR/Principal	HR Budget	Aug 2010-June 2011	
Administrative support through curriculum and technology is another support structures available to Principals to ensure a diverse and high quality teaching staff.	HR/Principal	HR Budget	Aug 2010-June 2011	

Campus Improvement Plan		Document C		2010-2011	
<b>Goal: The team PES READING score will show growth in student achievement.</b>					
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Grade	Action Step	Responsible	Staff / Resources	Timeline	Progress Notes
11	Meet regularly with department chairs and team leaders to analyze, identify and implement campus-wide successful instructional strategies. Includes efforts to implement AVID strategies in all classrooms.	Karen McDonald, Sheela Daniels, 6 core department chairs	Meeting times	Aug 2010-June 2011	
11	English III, Semester 1: Total TAKS immersion while teaching To Kill a Mockingbird	K. Alexander/ English III	none	Aug 2010-June 2011	
11	a. Practice close reading strategies	K. Alexander/ English III	none	Aug 2010--June 2011	
11	b. Add non-fiction pieces to supplement/enrich reading experience	K. Alexander/ English III	none	Aug 2010--June 2011	
11	c. Differentiate reading instruction to address all learning styles	K. Alexander/ English III	none	Aug 2010--June 2011	
11	2. English III, Semester 2: Total TAKS immersion while pairing fiction/nonfiction and teaching of The Great Gatsby	K. Alexander/ English III	none	Aug 2010--June 2011	
11	a. Practice close reading strategies	K. Alexander/ English III	none	Aug 2010--June 2011	
11	b. Add non-fiction pieces to supplement the novel	K. Alexander/ English III	none	Aug 2010--June 2011	
11	c. Differentiate reading instruction to address all learning styles	K. Alexander/ English III	none	Aug 2010--June 2011	
11	3. Reading classes mandated for all students who fail the reading portion of the TAKS test	L.R. Bissett	none	Aug 2010--June 2011	
11	4. Small co-taught classes for spec ed learning disabled students	S. Daniels/L.R. Bissett/G. Poling	none	Aug 2010--June 2011	
11	5. Teachers routinely utilize the SAS system to gather data, analyze individual achievement , and address students needs.	K. Alexander/ English III	none	Aug 2010--June 2011	
11 & 12	D.A.T.E. Professional Development - 6 hours	Karen McDonald, Sheela Daniels	PD 360, SAS, DVD's, Facilitators	Sept 2010-Nov 2010	

Campus Improvement Plan		Document C		2010-2011	
<b>Goal: The team PES MATH score will show growth in student achievement.</b>					
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Grade	Action Step	Responsible	Staff / Resources	Timeline	Progress Notes
11	Meet regularly with department chairs and team leaders to analyze, identify and implement campus-wide successful instructional strategies . Includes efforts to implement AVID strategies in all classrooms.	Karen McDonald, Sheela Daniels, 6 core department chairs	Meeting times	Aug 2010-June 2011	
11	Math teachers will analyze all quizzes and tests to ensure the questioning formats mirror that of the TAKS test in terms of level of questioning	Linda Hill, Math teachers	None	Aug 2010-June 2011	
11	Math teachers will routinely utilize the SAS system to gather data, analyze individual achievement and address student needs.	Linda Hill, Math teachers	None	Aug 2010-June 2011	
11	Regular TAKS review will be done in Geometry, Math Models, Algebra II, and Precalculus classes. Each student will be given a TAKS packet each six weeks. The packets will be completed during class on a regular basis at a rate of approximately 5 to 10 problems per week. Students are then encouraged to improve test-taking skills by answering a series of questions about how they approached the problem.	Linda Hill, Math teachers	Printing cost for 28 page packet each of the first 5 six weeks for approximately 1500 students.	Aug 2010-June 2011	
11	A test will be given in Geometry, Math Models, and Algebra II classes each six weeks that will consist of released TAKS questions . 50% of these questions will come from the TAKS packets that students have been completing in class and 50% of the questions will be new questions. The test will count as a test grade.	Linda Hill, Math teachers	Printing cost for 10-12 page test each of the first 5 six weeks for approximately 1200 students.	Aug 2010-June 2011	
11	Any senior who has not yet passed the TAKS test will be enrolled in a special section of Algebra 2 or Math Models. These classes will remain small and will address specific TAKS strategies and TAKS Review as well as regular course material.	Sheela Daniels, Jana Hancock, Linda Hill	None	Aug 2010-June 2011	
11	Students who have had struggles in Algebra I and/or Geometry will be placed in Math Models prior to taking Algebra 2. The curriculum in Math Models is designed to be a bridge to Algebra 2, and covers many of the objectives of the TAKS test. This should provide students with a better background for the TAKS test.	Sheela Daniels, Jana Hancock, Linda Hill	None	Aug 2010-June 2011	
11 & 12	D.A.T.E. Professional Development - 6 hours	Karen McDonald, Sheela Daniels	PD 360, SAS, DVD's, Facilitators	Sept 2010-Nov 2010	

**Goal: The team PES SCIENCE score will show growth in student achievement.**

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Grade	Action Step	Responsible	Staff / Resources	Timeline	Progress Notes
11	Students will be provided weekly TAKS Science Review in all science IPC, Reg Chem, Reg Physics, GMO, Env Sys & TAKS Review Classes. Every student is given a TAKS review notebook. Teachers provide warm-up problems 3 days each week, teaching the science concept and test-taking strategies.	Julie Baker, Johnnie Pierce, Rick Roehrig, Dusty Vincer	Handbook for teachers; Copies of tests	Aug 2010-June 2011	
11	Weekly warm-ups only in Honors Chemistry, IB Physics and Honors Physics.	Marjean Nielson	TAKS handbooks for students	Aug 2010-June 2011	
11	Honors and IB Physics will take and end of semester TAKS test to assess commended scores. Teachers will discuss scores individually with students to inform them where they stand in terms of being commended on the TAKS test	Marjean Nielson, Johnnie Pierce, Mike Adams, Dennis Teubner	Handbook for teachers; Copies of tests	Aug 2010-June 2011	
11	TAKS Review Classes for seniors who have failed TAKS	Rachel Kelley	Staffing allocation; Master Schedule	Aug 2010-June 2011	
11	Smaller co-taught classes for spec ed learning disabled students in Environmental Systems.	TAKS teachers	Staffing allocation; Master Schedule	Aug 2010-June 2011	
11	Smaller co-taught classes for students in Chemistry.	Rick Roehrig	Staffing allocation; Master Schedule	Aug 2010-June 2011	
11	Chemistry research and design: selected students who have a history of TAKS failure will be located in small double block classes with a focus on success in chemistry and science TAKS test.	Rick Roehrig	Staffing allocation; Master Schedule	Aug 2010-June 2011	
11	Teacher using SAS website to identify strengths and weakness of their students. The teachers will also use this information to help in planning and helping their students and for grouping for Science Camp in the Spring	Julie Baker & All science department	SAS Portal; A&A Support/Training	Aug 2010-June 2011	
11	Science Camp-The week before TAKS students will be assigned to a group based on SAS data. They will engage in activities designed to review/reteach objectives for TAKS test	Julie Baker, Science Dept	Materials to make activities, t-shirts, prizes, food	Jan 2011-May 2011	
11	Inquiry-Based and Cooperative Group lesson plansto help students learn to work throug problem based lessons collaboratively.	Julie Baker, Science Dept	Inquiry Lesson Plan Support/Training	Aug 2010-June 2011	
11	Teachers assessing their students' levels of cognition and preparing a scale of raising the cognitive level of their test so that the students will be at the same cognitive level of the TAKS test by the time the students are taking the TAKS test.	Julie Baker & All teachers in the science department	Computer, Examview software	Aug 2010-June 2011	
11	Implementation of technology into the classroom. Engaging students using up to date technology such as prezis, ELMOS, cell phones, Vernier probeware for lab activities	All Science teachers	ELMOS, Vervier Probeware	Aug 2010-June 2011	
11	Outside tutoring from Rockwell Collins-Students will have the opportunity to attend lunch tutorials 2-3 times per week for any science class	Julie Baker, Sam Lei	Room for tutorials, curriculum handouts	Aug 2010-June 2011	
11	DATE Training-Teachers will attedn training to help with instructional strategies in the classroom. This will take place outside of school hours	Admin and Science Dept	none needed	Aug 2010-Dec 2010	
11 & 12	D.A.T.E. Professional Development - 6 hours	Karen McDonald, Sheela Daniels	PD 360, SAS, DVD's, Facilators	Sept 2010-Nov 2010	