



PLANO INDEPENDENT SCHOOL DISTRICT

**School-Based
Improvement
Committee**

Annual Report 2007 - 2008 Campus Improvement Plan

CLARK HIGH SCHOOL

Name of School

School Based Improvement Committee Members

2006-07

<u>Charles Bell</u>	<u>Ryan Hufford</u>
<u>Sharon Blum</u>	<u>Vanessa Ibewuike</u>
<u>Amy Boggin</u>	<u>Tim Johnston</u>
<u>Kelly Britson</u>	<u>Betty Knott</u>
<u>Pam Brown</u>	<u>Ginger Matthews</u>
<u>Shelby Chesnut</u>	<u>Cecelia Onibudo</u>
<u>Ronna Combs</u>	<u>Ramona Perry</u>
<u>Cindy Dakota</u>	<u>Christine Ristow</u>
<u>Sheela Daniels</u>	<u>Barry Rodgers</u>
<u>Lee Ann Devega</u>	<u>Anne Rowley</u>
<u>Curt Eley</u>	<u>Stephanie Schmoker</u>
<u>Linda Grant</u>	<u>Shannon Spangler</u>
<u>Peggy Green-Ernst</u>	<u>Tammy Thomas</u>

**New members
for 2007-2008**

<u>Carol Brosowske</u>	<u>Jennifer Miller</u>
<u>Matthew Eitzen</u>	<u>Lois Murphy</u>
<u>Diana Godana</u>	<u>Karen Peterson</u>
<u>Katrina Grandquist</u>	<u>Carmen Valasquez</u>
<u>Juanita Lopez</u>	

Meeting Dates 2007-2008	<u>10/25/2006</u>	<u>2/8/2007</u>
	<u>12/6/2006</u>	<u>4/30/2007</u>
Public Meeting		
2007-2008	<u>2/8/2007</u>	

Campus		Clark High School - Plano Independent School District						
Goal		Plan Page Reference	Target	Range	Formative Measure	Summative Measure	Improvement Measure	
Due by October 31, 2007					Due by Feb. 29, 2008	Due by May 30, 2008	Due by May 30, 2008	
Reading								
No State Acct								
All students		Proficiency rate will meet targeted expectations.		93	87-93			
All students		Commended rate will meet targeted expectations.		36	31-36			
African American		Proficiency rate will meet targeted expectations.		84	75-86			
African American		Commended rate will meet targeted expectations.		22	15-22			
Hispanic		Proficiency rate will meet targeted expectations.		83	75-84			
Hispanic		Commended rate will meet targeted expectations.		29	24-29			
White		Proficiency rate will meet targeted expectations.		97	92-97			
White		Commended rate will meet targeted expectations.		41	36-41			
Econ Disadv		Proficiency rate will meet targeted expectations.		79	76-79			
Econ Disadv		Commended rate will meet targeted expectations.		16	11-16			
Writing								
All students		Proficiency rate will meet targeted expectations.						
All students		Commended rate will meet targeted expectations.						
African American		Proficiency rate will meet targeted expectations.						
African American		Commended rate will meet targeted expectations.						
Hispanic		Proficiency rate will meet targeted expectations.						
Hispanic		Commended rate will meet targeted expectations.						
White		Proficiency rate will meet targeted expectations.						
White		Commended rate will meet targeted expectations.						
Econ Disadv		Proficiency rate will meet targeted expectations.						
Econ Disadv		Commended rate will meet targeted expectations.						
Mathematics								
All students		Proficiency rate will meet targeted expectations.		93	86-94			
All students		Commended rate will meet targeted expectations.		48	43-48			
African American		Proficiency rate will meet targeted expectations.		83	71-86			
African American		Commended rate will meet targeted expectations.		18	13-18			
Hispanic		Proficiency rate will meet targeted expectations.		88	77-90			
Hispanic		Commended rate will meet targeted expectations.		32	27-32			
White		Proficiency rate will meet targeted expectations.		96	91-97			
White		Commended rate will meet targeted expectations.		53	47-53			
Econ Disadv		Proficiency rate will meet targeted expectations.		84	79-85			
Econ Disadv		Commended rate will meet targeted expectations.		24	19-24			
Social Studies								
All students		Proficiency rate will meet targeted expectations.		97	88-97			
All students		Commended rate will meet targeted expectations.		67	62-67			
African American		Proficiency rate will meet targeted expectations.		92	75-93			
African American		Commended rate will meet targeted expectations.		46	41-46			
Hispanic		Proficiency rate will meet targeted expectations.		90	79-92			
Hispanic		Commended rate will meet targeted expectations.		54	49-54			
White		Proficiency rate will meet targeted expectations.		99	93-99			
White		Commended rate will meet targeted expectations.		71	66-77			
Econ Disadv		Proficiency rate will meet targeted expectations.		90	83-99			
Econ Disadv		Commended rate will meet targeted expectations.		42	37-42			
Science								
All students		Proficiency rate will meet targeted expectations.		97	88-97			
All students		Commended rate will meet targeted expectations.		34	29-34			
African American		Proficiency rate will meet targeted expectations.		92	75-93			
African American		Commended rate will meet targeted expectations.		10	5-10			
Hispanic		Proficiency rate will meet targeted expectations.		90	79-92			
Hispanic		Commended rate will meet targeted expectations.		27	22-27			
White		Proficiency rate will meet targeted expectations.		99	93-99			
White		Commended rate will meet targeted expectations.		36	31-36			
Econ Disadv		Proficiency rate will meet targeted expectations.		90	83-91			
Econ Disadv		Commended rate will meet targeted expectations.		19	14-19			
Attendance								
All students				97%	96-97			
African American				97%	96-97			
Hispanic				97%	96-97			
White				97%	96-97			
Econ Disadv				97%	96-97			
Citizenship								
All students				97%	96-97			

Campus Improvement Plan

Reading

Document B

2007-2008

Goals: Students will perform at or better than the target areas listed on Document A on TAKS.

Students will meet AYP.

Commended rates will progressively improve as appropriate.

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Student Group: ALL STUDENTS

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Assess and identify all students at-risk in reading and/or English and notify teachers.	English, Reading, & Social Studies Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Train new staff members in holistic scoring and the use of 6-trait rubric.	Curriculum Coordinator	Ongoing	Trainers; copies of materials	
Monitor implementation of IEP's through collaboration between SPED teachers and regular education teachers.	Classroom and SPED Teachers	Ongoing	Copies of all IEP's; frequent meetings between regular ed and SPED teachers	
Make frequent parental contact.	English Department	Ongoing	Grade information; telephone	
Provide access to learning lab for students who require extra assistance.	English Department	Ongoing	Passes for learning lab; list of eligible students	
Offer frequent tutorials for struggling students.	English Department	Ongoing	Tutorial schedule; knowledge of which students need assistance	
Provide extensive practice with high frequency SAT vocabulary (CAVE words).	English Department	Ongoing	Lists of high frequency words; power point with picture hook; projector access	
Administer TAKS diagnostic test.	English Department	Yearly	Copies of diagnostic test for each student; scantrons	
Grade diagnostic tests and use results for prescriptive classroom teaching.	English Department	Ongoing	CTA to scan; item analysis for each objective; lesson plans to address	
Provide opportunities for re-testing and test corrections.	English Department	Ongoing	Graded scantrons; copies of test; tutorial for completing corrections or re-test	
Provide each student with copies of tests and quizzes so that he/she can write on materials.	English Department	Ongoing	Extra copy paper; time on copy machine	
Refer struggling students to the CARE committee or other appropriate special service.	English Department	Ongoing	CARE referral packet; information on other special services available for students	

Campus Improvement Plan

Reading Document B 2007-2008
Goals: All students will perform at 90% or better on TAKS.
Students will meet AYP.
Commended rates will progressively improve as appropriate. Page 2 of 39

Student Group: AFRICAN-AMERICAN

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Assess and identify all students at-risk in reading and/or English and notify teachers.	English, Reading, & Social Studies Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Train new staff members in holistic scoring and the use of 6-trait rubric.	Curriculum Coordinator	Ongoing	Trainers; copies of materials	
Monitor implementation of IEP's through collaboration between SPED teachers and regular education teachers.	Classroom and SPED Teachers	Ongoing	Copies of all IEP's; frequent meetings between regular ed and SPED teachers	
Make frequent parental contact.	English Department	Ongoing	Grade information; telephone	
Provide access to learning lab for students who require extra assistance.	English Department	Ongoing	Passes for learning lab; list of eligible students	
Offer frequent tutorials for struggling students.	English Department	Ongoing	Tutorial schedule; knowledge of which students need assistance	
Provide extensive practice with high frequency SAT vocabulary (CAVE words).	English Department	Ongoing	Lists of high frequency words; power point with picture hook; projector access	
Administer TAKS diagnostic test.	English Department	Yearly	Copies of diagnostic test for each student; scantrons	
Grade diagnostic tests and use results for prescriptive classroom teaching.	English Department	Ongoing	CTA to scan; item analysis for each objective; lesson plans to address	
Provide opportunities for re-testing and test corrections.	English Department	Ongoing	Graded scantrons; copies of test; tutorial for completing corrections or re-test	
Provide each student with copies of tests and quizzes so that he/she can write on materials.	English Department	Ongoing	Extra copy paper; time on copy machine	
Refer struggling students to the CARE committee or other appropriate special service.	English Department	Ongoing	CARE referral packet; information on other special services available for students	

Campus Improvement Plan

Reading Document B 2007-2008

Goals: All students will perform at 93% or better on TAKS.
 Students will meet AYP.
 Commended rates will progressively improve as appropriate.

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Student Group: HISPANIC

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Assess and identify all students at-risk in reading and/or English and notify teachers.	English, Reading, & Social Studies Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Train new staff members in holistic scoring and the use of 6-trait rubric.	Curriculum Coordinator	Ongoing	Trainers; copies of materials	
Monitor implementation of IEP's through collaboration between SPED teachers and regular education teachers.	Classroom and SPED Teachers	Ongoing	Copies of all IEP's; frequent meetings between regular ed and SPED teachers	
Make frequent parental contact.	English Department	Ongoing	Grade information; telephone	
Provide access to learning lab for students who require extra assistance.	English Department	Ongoing	Passes for learning lab; list of eligible students	
Offer frequent tutorials for struggling students.	English Department	Ongoing	Tutorial schedule; knowledge of which students need assistance	
Provide extensive practice with high frequency SAT vocabulary (CAVE words).	English Department	Ongoing	Lists of high frequency words; power point with picture hook; projector access	
Administer TAKS diagnostic test.	English Department	Yearly	Copies of diagnostic test for each student; scantrons	
Grade diagnostic tests and use results for prescriptive classroom teaching.	English Department	Ongoing	CTA to scan; item analysis for each objective; lesson plans to address	
Provide opportunities for re-testing and test corrections.	English Department	Ongoing	Graded scantrons; copies of test; tutorial for completing corrections or re-test	
Provide each student with copies of tests and quizzes so that he/she can write on materials.	English Department	Ongoing	Extra copy paper; time on copy machine	
Refer struggling students to the CARE committee or other appropriate special service.	English Department	Ongoing	CARE referral packet; information on other special services available for students	

Campus Improvement Plan

Reading

Document B

2007-2008

**Goals: All students will perform at 93% or better on TAKS.
 Students will meet AYP.
 Commended rates will progressively improve as appropriate.**

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Student Group: ECONOMICALLY DISADVANTAGED/504/AT-RISK/PASP

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Assess and identify all students at-risk in reading and/or English and notify teachers.	English, Reading, & Social Studies Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Train new staff members in holistic scoring and the use of 6-trait rubric.	Curriculum Coordinator	Ongoing	Trainers; copies of materials	
Monitor implementation of IEP's through collaboration between SPED teachers and regular education teachers.	Classroom and SPED Teachers	Ongoing	Copies of all IEP's; frequent meetings between regular ed and SPED teachers	
Make frequent parental contact.	English Department	Ongoing	Grade information; telephone	
Provide access to learning lab for students who require extra assistance.	English Department	Ongoing	Passes for learning lab; list of eligible students	
Offer frequent tutorials for struggling students.	English Department	Ongoing	Tutorial schedule; knowledge of which students need assistance	
Provide extensive practice with high frequency SAT vocabulary (CAVE words).	English Department	Ongoing	Lists of high frequency words; power point with picture hook; projector access	
Administer TAKS diagnostic test.	English Department	Yearly	Copies of diagnostic test for each student; scantrons	
Grade diagnostic tests and use results for prescriptive classroom teaching.	English Department	Ongoing	CTA to scan; item analysis for each objective; lesson plans to address	
Provide opportunities for re-testing and test corrections.	English Department	Ongoing	Graded scantrons; copies of test; tutorial for completing corrections or re-test	
Provide each student with copies of tests and quizzes so that he/she can write on materials.	English Department	Ongoing	Extra copy paper; time on copy machine	
Refer struggling students to the CARE committee or other appropriate special service.	English Department	Ongoing	CARE referral packet; information on other special services available for students	

Campus Improvement Plan

Reading Document B 2007-2008
Goals: All students will perform at 75% or better on TAKS.
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Student Group: SPECIAL EDUCATION

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Assess and identify all students at-risk in reading and/or English and notify teachers.	English, Reading, & Social Studies Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Train new staff members in holistic scoring and the use of 6-trait rubric.	Curriculum Coordinator	Ongoing	Trainers; copies of materials	
Monitor implementation of IEP's through collaboration between SPED teachers and regular education teachers.	Classroom and SPED Teachers	Ongoing	Copies of all IEP's; frequent meetings between regular ed and SPED teachers	
Make frequent parental contact.	English Department	Ongoing	Grade information; telephone	
Provide access to learning lab for students who require extra assistance.	English Department	Ongoing	Passes for learning lab; list of eligible students	
Offer frequent tutorials for struggling students.	English Department	Ongoing	Tutorial schedule; knowledge of which students need assistance	
Provide extensive practice with high frequency SAT vocabulary (CAVE words).	English Department	Ongoing	Lists of high frequency words; power point with picture hook; projector access	
Administer TAKS diagnostic test.	English Department	Yearly	Copies of diagnostic test for each student; scantrons	
Grade diagnostic tests and use results for prescriptive classroom teaching.	English Department	Ongoing	CTA to scan; item analysis for each objective; lesson plans to address	
Provide opportunities for re-testing and test corrections.	English Department	Ongoing	Graded scantrons; copies of test; tutorial for completing corrections or re-test	
Provide each student with copies of tests and quizzes so that he/she can write on materials.	English Department	Ongoing	Extra copy paper; time on copy machine	
Refer struggling students to the CARE committee or other appropriate special service.	English Department	Ongoing	CARE referral packet; information on other special services available for students	

Campus Improvement Plan

Writing

Document B

2007-2008

**Goals: All students will perform at 96% or better on TAKS.
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Student Group: ALL STUDENTS

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Assess and identify all students at-risk in writing and/or English and notify teachers.	English, Reading, & Social Studies Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Train new staff members in holistic scoring and the use of 6-trait rubric.	Curriculum Coordinator	Ongoing	Trainers; copies of materials	
Offer publishing opportunities for student writing.	English Department	Ongoing	Information regarding publishing opportunities	
Monitor implementation of IEP's through collaboration between SPED teachers and regular education teachers.	Classroom and SPED Teachers	Ongoing	Copies of all IEP's; frequent meetings between regular ed and SPED teachers	
Make frequent parental contact.	English Department	Ongoing	Grade information; telephone	
Provide access to learning lab for students who require extra assistance.	English Department	Ongoing	Passes for learning lab; list of eligible students	
Offer frequent tutorials for struggling students.	English Department	Ongoing	Tutorial schedule; knowledge of which students need assistance	
Provide extensive practice with high frequency SAT vocabulary (CAVE words).	English Department	Ongoing	Lists of high frequency words; power point with picture hook; projector access	
Create writing folders for each student.	English Department	Yearly	Folders; hanging folders; tabs; file crates; writing samples	
Provide opportunities for frequent journal style writing.	English Department	Ongoing	Spiral for each student (provided by student); journal topics	
Practice extensively with TAKS style short answers.	English Department	Ongoing	Short answer templates; reading triplets; short answer questions	
Administer TAKS diagnostic test.	English Department	Yearly	Copies of diagnostic test for each student	
Grade diagnostic tests and use results for prescriptive classroom teaching.	English Department	Ongoing	CTA to scan; item analysis for each objective; lesson plans to address	
Conference individually with students regarding short answer and essay writing.	English Department	Ongoing	Writing samples; time in class for conferencing	
Provide each student with copies of tests and quizzes so that he/she can write on materials.	English Department	Ongoing	Extra copy paper; time on copy machine	
Refer struggling students to the CARE committee or other appropriate special service.	English Department	Ongoing	CARE referral packet; information on other special services available for students	
Teach/reinforce basic paragraph and composition construction.	English Department, Support Staff	Ongoing		
Train students in holistic scoring and the use of short answer, TAKS, and/or 6-trait rubrics	English Department, Support Staff	Ongoing		

Campus Improvement Plan

Writing **Document B** **2007-2008**
Goals: All students will perform at 90% or better on TAKS.
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Student Group: AFRICAN-AMERICAN

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Assess and identify all students at-risk in writing and/or English and notify teachers.	English, Reading, & Social Studies Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Train new staff members in holistic scoring and the use of 6-trait rubric.	Curriculum Coordinator	Ongoing	Trainers; copies of materials	
Offer publishing opportunities for student writing.	English Department	Ongoing	Information regarding publishing opportunities	
Monitor implementation of IEP's through collaboration between SPED teachers and regular education teachers.	Classroom and SPED Teachers	Ongoing	Copies of all IEP's; frequent meetings between regular ed and SPED teachers	
Make frequent parental contact.	English Department	Ongoing	Grade information; telephone	
Provide access to learning lab for students who require extra assistance.	English Department	Ongoing	Passes for learning lab; list of eligible students	
Offer frequent tutorials for struggling students.	English Department	Ongoing	Tutorial schedule; knowledge of which students need assistance	
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Practice extensively with TAKS style short answers.	English Department	Ongoing	Short answer templates; reading triplets; short answer questions	
Administer TAKS diagnostic test.	English Department	Yearly	Copies of diagnostic test for each student	
Grade diagnostic tests and use results for prescriptive classroom teaching.	English Department	Ongoing	CTA to scan; item analysis for each objective; lesson plans to address	
Conference individually with students regarding short answer and essay writing.	English Department	Ongoing	Writing samples; time in class for conferencing	
Provide each student with copies of tests and quizzes so that he/she can write on materials.	English Department	Ongoing	Extra copy paper; time on copy machine	
Refer struggling students to the CARE committee or other appropriate special service.	English Department	Ongoing	CARE referral packet; information on other special services available for students	
Teach/reinforce basic paragraph and composition construction.	English Department, Support Staff	Ongoing		

Campus Improvement Plan

Writing

Document B

2007-2008

**Goals: All students will perform at 93% or better on TAKS.
Students will meet AYP.
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Student Group: HISPANIC

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Assess and identify all students at-risk in writing and/or English and notify teachers.	English, Reading, & Social Studies Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Train new staff members in holistic scoring and the use of 6-trait rubric.	Curriculum Coordinator	Ongoing	Trainers; copies of materials	
Offer publishing opportunities for student writing.	English Department	Ongoing	Information regarding publishing opportunities	
Monitor implementation of IEP's through collaboration between SPED teachers and regular education teachers.	Classroom and SPED Teachers	Ongoing	Copies of all IEP's; frequent meetings between regular ed and SPED teachers	
Make frequent parental contact.	English Department	Ongoing	Grade information; telephone	
Provide access to learning lab for students who require extra assistance.	English Department	Ongoing	Passes for learning lab; list of eligible students	
Offer frequent tutorials for struggling students.	English Department	Ongoing	Tutorial schedule; knowledge of which students need assistance	
Provide extensive practice with high frequency SAT vocabulary (CAVE words).	English Department	Ongoing	Lists of high frequency words; power point with picture hook; projector access	
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Provide opportunities for frequent journal style writing.	English Department	Ongoing	Spiral for each student (provided by student); journal topics	
Practice extensively with TAKS style short answers.	English Department	Ongoing	Short answer templates; reading triplets; short answer questions	
Administer TAKS diagnostic test.	English Department	Yearly	Copies of diagnostic test for each student	
Grade diagnostic tests and use results for prescriptive classroom teaching.	English Department	Ongoing	CTA to scan; item analysis for each objective; lesson plans to address	
Conference individually with students regarding short answer and essay writing.	English Department	Ongoing	Writing samples; time in class for conferencing	
Provide each student with copies of tests and quizzes so that he/she can write on materials.	English Department	Ongoing	Extra copy paper; time on copy machine	
Refer struggling students to the CARE committee or other appropriate special service.	English Department	Ongoing	CARE referral packet; information on other special services available for students	
Teach/reinforce basic paragraph and composition construction.	English Department, Support Staff	Ongoing		

Campus Improvement Plan

Writing

Document B

2007-2008

**Goals: All students will perform at 93% or better on TAKS.
 Students will meet AYP.
 Commended rates will progressively improve as appropriate.**

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Student Group: ECONOMICALLY DISADVANTAGED/504/AT-RISK/PASP

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Assess and identify all students at-risk in writing and/or English and notify teachers.	English, Reading, & Social Studies Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Train new staff members in holistic scoring and the use of 6-trait rubric.	Curriculum Coordinator	Ongoing	Trainers; copies of materials	
Offer publishing opportunities for student writing.	English Department	Ongoing	Information regarding publishing opportunities	
Monitor implementation of IEP's through collaboration between SPED teachers and regular education teachers.	Classroom and SPED Teachers	Ongoing	Copies of all IEP's; frequent meetings between regular ed and SPED teachers	
Make frequent parental contact.	English Department	Ongoing	Grade information; telephone	
Provide access to learning lab for students who require extra assistance.	English Department	Ongoing	Passes for learning lab; list of eligible students	
Offer frequent tutorials for struggling students.	English Department	Ongoing	Tutorial schedule; knowledge of which students need assistance	
Provide extensive practice with high frequency SAT vocabulary (CAVE words).	English Department	Ongoing	Lists of high frequency words; power point with picture hook; projector access	
Create writing folders for each student.	English Department	Yearly	Folders; hanging folders; tabs; file crates; writing samples	
Provide opportunities for frequent journal style writing.	English Department	Ongoing	Spiral for each student (provided by student); journal topics	
Practice extensively with TAKS style short answers.	English Department	Ongoing	Short answer templates; reading triplets; short answer questions	
Administer TAKS diagnostic test.	English Department	Yearly	Copies of diagnostic test for each student	
Grade diagnostic tests and use results for prescriptive classroom teaching.	English Department	Ongoing	CTA to scan; item analysis for each objective; lesson plans to address	
Conference individually with students regarding short answer and essay writing.	English Department	Ongoing	Writing samples; time in class for conferencing	
Provide each student with copies of tests and quizzes so that he/she can write on materials.	English Department	Ongoing	Extra copy paper; time on copy machine	
Refer struggling students to the CARE committee or other appropriate special service.	English Department	Ongoing	CARE referral packet; information on other special services available for students	
Teach/reinforce basic paragraph and composition construction.	English Department, Support Staff	Ongoing		

Campus Improvement Plan

Writing

Document B

2007-2008

**Goals: All students will perform at 75% or better on TAKS.
Students will meet AYP.
Commended rates will progressively improve as appropriate.**

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Student Group: ESOL/LEP

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Assess and identify all students at-risk in writing and/or English and notify teachers.	English, Reading, & Social Studies Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Train new staff members in holistic scoring and the use of 6-trait rubric.	Curriculum Coordinator	Ongoing	Trainers; copies of materials	
Offer publishing opportunities for student writing.	English Department	Ongoing	Information regarding publishing opportunities	
Monitor implementation of IEP's through collaboration between SPED teachers and regular education teachers.	Classroom and SPED Teachers	Ongoing	Copies of all IEP's; frequent meetings between regular ed and SPED teachers	
Make frequent parental contact.	English Department	Ongoing	Grade information; telephone	
Offer frequent tutorials for struggling students.	English Department	Ongoing	Tutorial schedule; knowledge of which students need assistance	
Provide extensive practice with high frequency SAT vocabulary (CAVE words).	English Department	Ongoing	Lists of high frequency words; power point with picture hook; projector access	
Create writing folders for each student.	English Department	Yearly	Folders; hanging folders; tabs; file crates; writing samples	
Provide opportunities for frequent journal style writing.	English Department	Ongoing	Spiral for each student (provided by student); journal topics	
Practice extensively with TAKS style short answers.	English Department	Ongoing	Short answer templates; reading triplets; short answer questions	
Administer TAKS diagnostic test.	English Department	Yearly	Copies of diagnostic test for each student	
Grade diagnostic tests and use results for prescriptive classroom teaching.	English Department	Ongoing	CTA to scan; item analysis for each objective; lesson plans to address	
Conference individually with students regarding short answer and essay writing.	English Department	Ongoing	Writing samples; time in class for conferencing	
Provide each student with copies of tests and quizzes so that he/she can write on materials.	English Department	Ongoing	Extra copy paper; time on copy machine	
Refer struggling students to the CARE committee or other appropriate special service.	English Department	Ongoing	CARE referral packet; information on other special services available for students	
Teach/reinforce basic paragraph and composition construction.	English Department, Support Staff	Ongoing		
Train students in holistic scoring and the use of short answer, TAKS, and/or 6-trait rubrics	English Department, Support Staff	Ongoing		

Campus Improvement Plan

Writing Document B 2007-2008
Goals: All students will perform at 97% or better on TAKS.
Students will meet AYP.
Commended rates will progressively improve as appropriate. Page 13 of 39

Student Group: GIFTED AND TALENTED

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Train new staff members in holistic scoring and the use of 6-trait	Curriculum	Ongoing	Trainers; copies of materials	
Offer publishing opportunities for student writing.	English Department	Ongoing	Information regarding publishing opportunities	
Monitor implementation of IEP's through collaboration between SPED teachers and regular education teachers.	Classroom and SPED Teachers	Ongoing	Copies of all IEP's; frequent meetings between regular ed and SPED teachers	
Make frequent parental contact.	English Department	Ongoing	Grade information; telephone	
Provide extensive practice with high frequency SAT vocabulary (CAVE words).	English Department	Ongoing	Lists of high frequency words; power point with picture hook; projector access	
Create writing folders for each student.	English Department	Yearly	Folders; hanging folders; tabs; file crates; writing samples	
Provide opportunities for frequent journal style writing.	English Department	Ongoing	Spiral for each student (provided by student); journal topics	
Practice extensively with TAKS style short answers.	English Department	Ongoing	Short answer templates; reading triplets; short answer questions	
Administer TAKS diagnostic test.	English Department	Yearly	Copies of diagnostic test for each student	
Grade diagnostic tests and use results for prescriptive classroom teaching.	English Department	Ongoing	CTA to scan; item analysis for each objective; lesson plans to address	
Conference individually with students regarding short answer and essay writing.	English Department	Ongoing	Writing samples; time in class for conferencing	
Provide each student with copies of tests and quizzes so that he/she can write on materials.	English Department	Ongoing	Extra copy paper; time on copy machine	
Teach/reinforce basic paragraph and composition construction.	English Department, Support Staff	Ongoing		
Train students in holistic scoring and the use of short answer, TAKS, and/or 6-trait rubrics	English Department, Support Staff	Ongoing		

Campus Improvement Plan

Writing

Document B

2007-2008

**Goals: All students will perform at 90% or better on TAKS.
Students will meet AYP.
Commended rates will progressively improve as appropriate.**

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Student Group: SPECIAL EDUCATION

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Assess and identify all students at-risk in writing and/or English and notify teachers.	English, Reading, & Social Studies Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Train new staff members in holistic scoring and the use of 6-trait rubric.	Curriculum Coordinator	Ongoing	Trainers; copies of materials	
Offer publishing opportunities for student writing.	English Department	Ongoing	Information regarding publishing opportunities	
Monitor implementation of IEP's through collaboration between SPED teachers and regular education teachers.	Classroom and SPED Teachers	Ongoing	Copies of all IEP's; frequent meetings between regular ed and SPED teachers	
Make frequent parental contact.	English Department	Ongoing	Grade information; telephone	
Provide access to learning lab for students who require extra assistance.	English Department	Ongoing	Passes for learning lab; list of eligible students	
Offer frequent tutorials for struggling students.	English Department	Ongoing	Tutorial schedule; knowledge of which students need assistance	
Provide extensive practice with high frequency SAT vocabulary (CAVE words).	English Department	Ongoing	Lists of high frequency words; power point with picture hook; projector access	
Create writing folders for each student.	English Department	Yearly	Folders; hanging folders; tabs; file crates; writing samples	
Provide opportunities for frequent journal style writing.	English Department	Ongoing	Spiral for each student (provided by student); journal topics	
Practice extensively with TAKS style short answers.	English Department	Ongoing	Short answer templates; reading triplets; short answer questions	
Administer TAKS diagnostic test.	English Department	Yearly	Copies of diagnostic test for each student	
Grade diagnostic tests and use results for prescriptive classroom teaching.	English Department	Ongoing	CTA to scan; item analysis for each objective; lesson plans to address	
Conference individually with students regarding short answer and essay writing.	English Department	Ongoing	Writing samples; time in class for conferencing	
Provide each student with copies of tests and quizzes so that he/she can write on materials.	English Department	Ongoing	Extra copy paper; time on copy machine	
Refer struggling students to the CARE committee or other appropriate special service.	English Department	Ongoing	CARE referral packet; information on other special services available for students	
Teach/reinforce basic paragraph and composition construction.	English Department, Support Staff	Ongoing		

Campus Improvement Plan

Social Studies

Document B

2007-2008

**Goals: All students will perform at 99% or better on TAKS.
Students will meet AYP.**

Commended rates will progressively improve as appropriate.

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Student Group: HISPANIC

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Review US History concepts from 8th grade using TAKS formatted lessons and test questions.	Vickerman/White	Ongoing	Curriculum; materials	
Incorporate TAKS writing practice in all units prefaced by remediation in note-taking and writing.	Vickerman/White	Ongoing	Curriculum; materials	
Include document analysis lessons in all units; understanding measured with TAKS formatted questions on all tests.	Vickerman/White	Ongoing	Curriculum; materials	
Integrate appropriate strategies to ensure success of ESOL, at-risk and special education students.	Social Studies Department	Ongoing	Curriculum; materials	
Incorporate 8th grade information into 10th grade curriculum. a. Stress development of US government from classical times.	Social Studies Department	Ongoing	Information on 8th grade TEKS; materials	
Conduct TAKS practice as daily warm-ups in spring semester.	Social Studies Department	Ongoing	TAKS sample questions as warm-ups	
Develop TAKS skills through writing, maps and graphic organizers.	Social Studies Department	Ongoing	Information on 8th grade TEKS	
Administer released TAKS exam and analyze results to pinpoint areas needed for remediation.	Social Studies Department	Yearly	Released exam	
Provide access to learning lab for students who require extra assistance.	Social Studies Department	Ongoing	Passes for learning lab; list of eligible students	

Campus Improvement Plan

Social Studies

Document B

2007-2008

**Goals: All students will perform at 92% or better on TAKS.
 Students will meet AYP.
 Commended rates will progressively improve as appropriate.**

Page 21 of 39

Student Group: SPECIAL EDUCATION

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Review US History concepts from 8th grade using TAKS formatted lessons and test questions.	Vickerman/White	Ongoing	Curriculum; materials	
Incorporate TAKS writing practice in all units prefaced by remediation in note-taking and writing.	Vickerman/White	Ongoing	Curriculum; materials	
Include document analysis lessons in all units; understanding measured with TAKS formatted questions on all tests.	Vickerman/White	Ongoing	Curriculum; materials	
Integrate appropriate strategies to ensure success of ESOL, at-risk and special education students.	Social Studies Department	Ongoing	Curriculum; materials	
Incorporate 8th grade information into 10th grade curriculum. a. Stress development of US government from classical times.	Social Studies Department	Ongoing	Information on 8th grade TEKS; materials	
Conduct TAKS practice as daily warm-ups in spring semester.	Social Studies Department	Ongoing	TAKS sample questions as warm-ups	
Develop TAKS skills through writing, maps and graphic organizers.	Social Studies Department	Ongoing	Information on 8th grade TEKS	
Administer released TAKS exam and analyze results to pinpoint areas needed for remediation.	Social Studies Department	Yearly	Released exam	
Provide access to learning lab for students who require extra assistance.	Social Studies Department	Ongoing	Passes for learning lab; list of eligible students	

Campus Improvement Plan

Mathmatics

Document B

2007-2008

**Goals: All students will perform at 90% or better on TAKS.
 Students will meet AYP.
 Commended rates will progressively improve as appropriate.**

Page 22 of 39

Student Group: ALL STUDENTS

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Identify at-risk students in math and notify teachers.	Math Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Offer math tutorials 6 times per week.	Math Department	Ongoing	Tutorial schedule; teachers	
Offer peer tutoring	Math Teachers, Counselors, Students	Ongoing	Tutorial schedule; teachers, students	
Conduct TAKS warm ups in Regular Algebra 1 and Regular Geometry.	Algebra and Geometry Team	Ongoing	Materials	
Create TAKS worksheets for Algebra and Geometry classes.	Algebra and Geometry Team	Ongoing	Materials	
Provide MAPS class for struggling students.	Math Department, Administration	Ongoing	Teacher; classroom space	
Hold TAKS pullout days for all students who have not passed math section of TAKS test.	Math Department	Yearly	Substitutes	
Include TAKS questions on tests and quizzes.	Math Department	Ongoing	Testing materials	
Provide ESOL classes in Algebra and Geometry.	Math Department, ESOL	Ongoing	Materials; teachers; classroom space	
Provide Honors/IB classes in Algebra and Geometry.	Math Department, Administration	Ongoing	Materials; teachers; classroom space	
Integrate appropriate strategies to ensure success of ESOL, at-risk and special education students.	Math Department, ESOL, PASP, SPED	Ongoing	Materials; teachers	
Provide access to learning lab for students who require extra assistance.	Math Department	Ongoing	Passes for learning lab; list of eligible students	
Develop additional "hands on" activities to reinforce concepts	Math Teachers	Ongoing	Materials	
Create "Problem Solving Strategies" posters for each classroom	Math Teachers	Ongoing	Materials	
Find and teach students the use of online calculators.	Math Teachers	Ongoing	Computers, Internet	

Campus Improvement Plan

Mathmatics

Document B

2007-2008

**Goals: All students will perform at 75% or better on TAKS.
 Students will meet AYP.
 Commended rates will progressively improve as appropriate.**

Page 23 of 39

Student Group: AFRICAN-AMERICAN

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Identify at-risk students in math and notify teachers.	Math Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Offer math tutorials 6 times per week.	Math Department	Ongoing	Tutorial schedule; teachers	
Offer peer tutoring	Math Teachers, Counselors, Students	Ongoing	Tutorial schedule; teachers, students	
Conduct TAKS warm ups in Regular Algebra 1 and Regular Geometry.	Algebra and Geometry Team	Ongoing	Materials	
Create TAKS worksheets for Algebra and Geometry classes.	Algebra and Geometry Team	Ongoing	Materials	
Provide MAPS class for struggling students.	Math Department, Administration	Ongoing	Teacher; classroom space	
Hold TAKS pullout days for all students who have not passed math section of TAKS test.	Math Department	Yearly	Substitutes	
Include TAKS questions on tests and quizzes.	Math Department	Ongoing	Testing materials	
Integrate appropriate strategies to ensure success of ESOL, at-risk and special education students.	Math Department, ESOL, PASP, SPED	Ongoing	Materials; teachers	
Provide access to learning lab for students who require extra assistance.	Math Department	Ongoing	Passes for learning lab; list of eligible students	
Develop additional "hands on" activities to reinforce concepts	Math Teachers	Ongoing	Materials	
Create "Problem Solving Strategies" posters for each classroom	Math Teachers	Ongoing	Materials	
Find and teach students the use of online calculators.	Math Teachers	Ongoing	Computers, Internet	

Campus Improvement Plan

Mathmatics

Document B

2007-2008

**Goals: All students will perform at 82% or better on TAKS.
 Students will meet AYP.
 Commended rates will progressively improve as appropriate.**

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Student Group: HISPANIC

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Identify at-risk students in math and notify teachers.	Math Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Offer math tutorials 6 times per week.	Math Department	Ongoing	Tutorial schedule; teachers	
Offer peer tutoring	Math Teachers, Counselors, Students	Ongoing	Tutorial schedule; teachers, students	
Conduct TAKS warm ups in Regular Algebra 1 and Regular Geometry.	Algebra and Geometry Team	Ongoing	Materials	
Create TAKS worksheets for Algebra and Geometry classes.	Algebra and Geometry Team	Ongoing	Materials	
Provide MAPS class for struggling students.	Math Department, Administration	Ongoing	Teacher; classroom space	
Hold TAKS pullout days for all students who have not passed math section of TAKS test.	Math Department	Yearly	Substitutes	
Include TAKS questions on tests and quizzes.	Math Department	Ongoing	Testing materials	
Provide ESOL classes in Algebra and Geometry.	Math Department, ESOL	Ongoing	Materials; teachers; classroom space	
Integrate appropriate strategies to ensure success of ESOL, at-risk and special education students.	Math Department, ESOL, PASP, SPED	Ongoing	Materials; teachers	
Provide access to learning lab for students who require extra assistance.	Math Department	Ongoing	Passes for learning lab; list of eligible students	
Develop additional "hands on" activities to reinforce concepts	Math Teachers	Ongoing	Materials	
Create "Problem Solving Strategies" posters for each classroom	Math Teachers	Ongoing	Materials	
Find and teach students the use of online calculators.	Math Teachers	Ongoing	Computers, Internet	

Campus Improvement Plan

Mathmetics

Document B

2007-2008

**Goals: All students will perform at 78% or better on TAKS.
Students will meet AYP.
Commended rates will progressively improve as appropriate.**

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Student Group: ECONOMICALLY DISADVANTAGED/504/AT-RISK/PASP

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Identify at-risk students in math and notify teachers.	Math Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Offer math tutorials 6 times per week.	Math Department	Ongoing	Tutorial schedule; teachers	
Offer peer tutoring	Math Teachers, Counselors, Students	Ongoing	Tutorial schedule; teachers, students	
Conduct TAKS warm ups in Regular Algebra 1 and Regular Geometry.	Algebra and Geometry Team	Ongoing	Materials	
Create TAKS worksheets for Algebra and Geometry classes.	Algebra and Geometry Team	Ongoing	Materials	
Provide MAPS class for struggling students.	Math Department, Administration	Ongoing	Teacher; classroom space	
Hold TAKS pullout days for all students who have not passed math section of TAKS test.	Math Department	Yearly	Substitutes	
Include TAKS questions on tests and quizzes.	Math Department	Ongoing	Testing materials	
Integrate appropriate strategies to ensure success of ESOL, at-risk and special education students.	Math Department, ESOL, PASP, SPED	Ongoing	Materials; teachers	
Provide access to learning lab for students who require extra assistance.	Math Department	Ongoing	Passes for learning lab; list of eligible students	
Develop additional "hands on" activities to reinforce concepts	Math Teachers	Ongoing	Materials	
Create "Problem Solving Strategies" posters for each classroom	Math Teachers	Ongoing	Materials	
Find and teach students the use of online calculators.	Math Teachers	Ongoing	Computers, Internet	
Solicit donations for calculators from local companies, such as Texas Instruments, for economically disadvantaged students	Administration	Yearly		

Campus Improvement Plan

Mathmatics

Document B

2007-2008

**Goals: All students will perform at 75% or better on TAKS.
 Students will meet AYP.
 Commended rates will progressively improve as appropriate.**

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Student Group: ESOL/LEP

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Identify at-risk students in math and notify teachers.	Math Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Offer math tutorials 6 times per week.	Math Department	Ongoing	Tutorial schedule; teachers	
Offer peer tutoring	Math Teachers, Counselors, Students	Ongoing	Tutorial schedule; teachers, students	
Conduct TAKS warm ups in Regular Algebra 1 and Regular Geometry.	Algebra and Geometry Team	Ongoing	Materials	
Create TAKS worksheets for Algebra and Geometry classes.	Algebra and Geometry Team	Ongoing	Materials	
Provide MAPS class for struggling students.	Math Department, Administration	Ongoing	Teacher; classroom space	
Hold TAKS pullout days for all students who have not passed math section of TAKS test.	Math Department	Yearly	Substitutes	
Include TAKS questions on tests and quizzes.	Math Department	Ongoing	Testing materials	
Provide ESOL classes in Algebra and Geometry.	Math Department, ESOL	Ongoing	Materials; teachers; classroom space	
Integrate appropriate strategies to ensure success of ESOL, at-risk and special education students.	Math Department, ESOL, PASP, SPED	Ongoing	Materials; teachers	
Develop additional "hands on" activities to reinforce concepts	Math Teachers	Ongoing	Materials	
Create "Problem Solving Strategies" posters for each classroom	Math Teachers	Ongoing	Materials	
Find and teach students the use of online calculators.	Math Teachers	Ongoing	Computers, Internet	

Campus Improvement Plan

Mathmatics

Document B

2007-2008

**Goals: All students will perform at 75% or better on TAKS.
 Students will meet AYP.
 Commended rates will progressively improve as appropriate.**

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Student Group: SPECIAL EDUCATION

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Identify at-risk students in math and notify teachers.	Math Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Evaluation & assessment; work samples	
Offer math tutorials 6 times per week.	Math Department	Ongoing	Tutorial schedule; teachers	
Conduct TAKS warm ups in Regular Algebra 1 and Regular Geometry.	Algebra and Geometry Team	Ongoing	Materials	
Create TAKS worksheets for Algebra and Geometry classes.	Algebra and Geometry Team	Ongoing	Materials	
Provide MAPS class for struggling students.	Math Department, Administration	Ongoing	Teacher; classroom space	
Hold TAKS pullout days for all students who have not passed math section of TAKS test.	Math Department	Yearly	Substitutes	
Include TAKS questions on tests and quizzes.	Math Department	Ongoing	Testing materials	
Provide ESOL classes in Algebra and Geometry.	Math Department, ESOL	Ongoing	Materials; teachers; classroom space	
Provide Honors/IB classes in Algebra and Geometry.	Math Department, Administration	Ongoing	Materials; teachers; classroom space	
Integrate appropriate strategies to ensure success of ESOL, at-risk and special education students.	Math Department, ESOL, PASP, SPED	Ongoing	Materials; teachers	
Provide access to learning lab for students who require extra assistance.	Math Department	Ongoing	Passes for learning lab; list of eligible students	
Develop additional "hands on" activities to reinforce concepts	Math Teachers	Ongoing	Materials	
Create "Problem Solving Strategies" posters for each classroom	Math Teachers	Ongoing	Materials	
Find and teach students the use of online calculators.	Math Teachers	Ongoing	Computers, Internet	

Campus Improvement Plan

Science

Document B

2007-2008

Goals: All students will perform at 90% or better on TAKS.
 Students will meet AYP.
 Commended rates will progressively improve as appropriate.

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Student Group: ALL STUDENTS

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Identify students at-risk in science and notify teachers.	Science Teachers, SPED, ESOL, PASP, Counselors	Ongoing	Assessments & work samples	
Use higher level questioning (synthesis and application).	Science Department	Ongoing	Technical journals; lab materials	
Provide special labs for gifted students.	Science Department	Ongoing	Lab materials; science lab	
Promote UIL, LASER, SRD and Science Fair activities.	Science Department	Ongoing	Materials; teachers; labs open after school	
Offer science tutorials for students who are struggling.	Science Department	Ongoing	Tutorial schedule; teachers	
Increase reading comprehension skills.	Science Department	Ongoing	Materials	
Integrate appropriate strategies to ensure success of ESOL, at-risk and special education students.	Science Department, ESOL, PASP, SPED	Ongoing	Materials, teachers	
Conduct TAKS practice as daily warm-ups in spring semester.	Science Department	Ongoing	Materials	
Include TAKS questions on tests and quizzes.	Science Department	Ongoing	Test materials	
Administer released TAKS exam and analyze results to pinpoint areas needed for remediation.	Science Department	Yearly	Released exam	
Provide access to learning lab for students who require extra assistance.	Science Department	Ongoing	Passes for learning lab; list of eligible students	
Use varied visual and kinesthetic presentations fo help students understand basic concepts.	Science Department	Ongoing	Materials, teachers	

Campus Improvement Plan

Science

Document B

2007-2008

**Goals: All students will perform at 75% or better on TAKS.
 Students will meet AYP.
 Commended rates will progressively improve as appropriate.**

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Student Group: HISPANIC

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Identify students at-risk in science and notify teachers.	Science Teachers, SPED, ESOL, PASP.	Ongoing	Assessments & work samples	
Use higher level questioning (synthesis and application).	Science Department	Ongoing	Technical journals; lab materials	
Promote UIL, LASER, SRD and Science Fair activities.	Science Department	Ongoing	Materials; teachers; labs open after school	
Offer science tutorials for students who are struggling.	Science Department	Ongoing	Tutorial schedule; teachers	
Increase reading comprehension skills.	Science Department	Ongoing	Materials	
Integrate appropriate strategies to ensure success of ESOL, at-risk and special education students.	Science Department, ESOL, PASP, SPED	Ongoing	Materials, teachers	
Conduct TAKS practice as daily warm-ups in spring semester.	Science Department	Ongoing	Materials	
Include TAKS questions on tests and quizzes.	Science Department	Ongoing	Test materials	
Administer released TAKS exam and analyze results to pinpoint areas needed for remediation.	Science Department	Yearly	Released exam	
Provide access to learning lab for students who require extra assistance.	Science Department	Ongoing	Passes for learning lab; list of eligible students	
Use varied visual and kinesthetic presentations fo help students understand basic concepts.	Science Department	Ongoing	Materials, teachers	

Campus Improvement Plan

Science

Document B

2007-2008

**Goals: All students will perform at 90% or better on TAKS.
 Students will meet AYP.
 Commended rates will progressively improve as appropriate.**

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Student Group: GIFTED AND TALENTED

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Use higher level questioning (synthesis and application).	Science Department	Ongoing	Technical journals; lab materials	
Provide special labs for gifted students.	Science Department	Ongoing	Lab materials; science lab	
Promote UIL, LASER, SRD and Science Fair activities.	Science Department	Ongoing	Materials; teachers; labs open after school	
Offer science tutorials for students who are struggling.	Science Department	Ongoing	Tutorial schedule; teachers	
Increase reading comprehension skills.	Science Department	Ongoing	Materials	
Conduct TAKS practice as daily warm-ups in spring semester.	Science Department	Ongoing	Materials	
Include TAKS questions on tests and quizzes.	Science Department	Ongoing	Test materials	
Administer released TAKS exam and analyze results to pinpoint areas needed for remediation.	Science Department	Yearly	Released exam	
Use varied visual and kinesthetic presentations fo help students understand basic concepts.	Science Department	Ongoing	Materials, teachers	

Campus Improvement Plan

Citizenship

Document B

2007-2008

Goal: Improve overall student conduct and recognize outstanding student citizenship.

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Student Group: ALL STUDENTS

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Promote Crime Stopper program.	Rodgers / Chesley	Ongoing	Materials; announcements	
Provide opportunities for student board members of the Crime Stoppers program to receive additional training in law enforcement	Crime Stoppers Program	Ongoing	Guest instructors	
Promote membership in STAND (Students Taking Action Not Drugs).	Lynch	Ongoing	Materials; announcements	
Recognize students with perfect attendance.	Administration	Ongoing	Materials	
Recognize a 9th and 10th grade "student of the month "each month.	Student Government	Ongoing	Announcements	
Conduct Awards Banquet for students at the end of the year to recognize student achievement.	Administration	Ongoing	Awards; auditorium	
Schedule speakers during homeroom period to inform students of the dangers of drug abuse and possession of weapons.	Counselors	Ongoing	Speakers; materials	
Schedule the police liaison officer to speak to students on the dangers of using drugs and alcohol and the dangers of reckless driving.	Officer Rodgers	Ongoing	PowerPoint presentation	
Schedule the police liaison officer to speak to students during homeroom period on bullying and harassment .	Officer Rodgers	Ongoing	PowerPoint presentation	
Expand and enhance student orientation program.	Administration, Counselors	Ongoing	Materials	
Identify and monitor potential areas of concern in the school building.	Administration, Staff	Ongoing	Security cameras; staff members	
Develop student reporting procedure that will encourage students to report suspicious activities.	Administration, Officer Rodgers	Ongoing	Materials	
Create a focus group to design an anti-bullying campaign.	Administration	Ongoing	Materials; students; staff members	
Develop and enhance educational resources on current relevant issues.	Counselors, Media Specialist	Ongoing	Materials	
Develop action plan for teachers for reporting and responding to problem situations.	Administration	Ongoing	Materials	
Utilize mediation.	Administration, Counselors	Ongoing		
Attend seminars on current relevant issues.	Administration, Counselors	Ongoing	Registration fees; materials	
Student led character tips of the day.	Administration	Ongoing	Announcements; students; staff members	

Campus Improvement Plan

Communication and Technology

Document B

2007-2008

Goal: Improve communication with Clark Community through use of technology.

Page 39 of 39

Student Group: ALL STUDENTS

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Promote eNews and school website to students and parents.	Counselors, Administration, Ristow	Ongoing	Computer; materials	
Create and update resource webpage containing links to academic related resources available throughout PISD and on the Internet.	Counselors, Administration, Ristow	Ongoing	Computer; materials	
Survey targeted student groups on current relevant issues.	Administration	Ongoing	Survey materials; compilation time	
Enhance and expand PTSA newsletter.	PTSA, Administration	Ongoing	Materials; copy time; postage	
Promote the ecc website to students and parents.	Teachers	Ongoing	Computer; materials	

Campus Professional Development Hours 2007 - 2008

Campus CLARK HIGH SCHOOL

Please indicate the Dates, Times, Number of Hours and Topics and related Campus Improvement Plan Goals you will include as your 6 hours of Campus Professional Development Hours (PDH) as submitted to Professional Development in June. Include your approved early release day topics.

Date	Time	PDH	Topic
8/20/2007	9:30 - 11:00	1.5 hrs	Clark Vision Part I Campus Initiatives Related CIP Goal: 1,2,3,4,5,6
8/20/2006	1:00 - 3:30	1.5 hrs	Clark Vision Part II Campus Initiatives Related CIP Goal: 1,2,3,4,5,6
8/21/2007	11:00 -12:00 1:00 - 4:30	4.5 hrs	Environments/Procedures for All Student Learning Related CIP Goal: 1,2,3,4,5,6
4			Related CIP Goal:
5			Related CIP Goal:
6			Related CIP Goal:

Early Release Day Topics and related CIP Goal:

Day One:

Day Two:

Day Three:

Day Four:

The School Based Improvement Committee approved this plan on:

Date

Principal's Signature

Annual Report 2007 Campus Improvement Plan CLARK HIGH SCHOOL

Name of School

Budget Implications: 2007-2008

Please explain with dollar amounts included, any implications of the CIP Long Term Campus Performance Goals for the PISD Budget in the **upcoming** budget cycle for **2007-2008**. These implications will be presented to the District Improvement Council as they study budget recommendations to the Superintendent and Board for the 2007-2008 budget.

<u>Goal</u>	<u>Budget Implication</u>	<u>Amount</u>
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Waivers

Please list any **campus specific** waivers the campus had in place for the 2006-2007 school year and any that are in place for the 2007-2008 school year.

School Awards

Please list any awards or recognition your campus has received during the past year.

- TEA Academically Acceptable Performance Rating
- National Merit Semifinalists/Finalist
- Science Fair Winners
- Fine Arts Exemplary Performance Winners in Music, Speech, and Drama
- TBEC 2007 Honor Roll
- Meadows Foundation Grant Recipient

Please submit 4 copies of the Annual Report to the Cluster Area Asst. Superintendent by October 31st.