



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> | |

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|-------------------------------------|-------------------|------------------|
| 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 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 | |
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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.

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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 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 | |
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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. Page 3 of 39

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 | |
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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 | |
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Campus Improvement Plan

Reading 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 7 of 39

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 | |
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Campus Improvement Plan

Writing

Document B

2007-2008

**Goals: All students will perform at 96% 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 |
|---|---|-----------------|--|-----------------------|
| 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.
Students will meet AYP.
Commended rates will progressively improve as appropriate. Page 9 of 39

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 | |
| 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 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 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 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 | | |
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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 96% or better on TAKS.
 Students will meet AYP.
 Commended rates will progressively improve as appropriate.**

Page 15 of 39

Student Group: ALL STUDENTS

| 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 | |
| Differentiate instruction for gifted students by expanding instruction in all TAKS areas: writing, document analysis, etc. | 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. b. Incorporate American revolution information into Enlightenment period. c. Incorporate US Civil War information into Industrial Age. | 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 | |
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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.

Page 17 of 39

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 | |
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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.**

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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 | |
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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 | |
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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 | |
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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.**

Page 24 of 39

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 | |
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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.**

Page 25 of 39

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 | |
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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 28 of 39

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 | |
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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.

Page 29 of 39

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.**

Page 31 of 39

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 | |
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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.**

Page 33 of 39

Student Group: ESOL/LEP

| 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 | |
| Use varied visual and kinesthetic presentations fo help students understand basic concepts. | Science Department | Ongoing | Materials, teachers | |
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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> |
|-------------|---------------------------|---------------|
|-------------|---------------------------|---------------|

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.